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ABSTRACT

Produced for pastors, parents, and church members who consider service to families with young children a vital part of ministry, this manual presents information to stimulate enthusiasm about child day care as an important part of church mission. Its goal is to describe the church's unique opportunity to care for children and to offer guidance to those involved in caregiving efforts. Chapter I profiles the programs of nearly 9,000 churches participating in the 1982 National Council of Churches' (NCC) survey and introduces the reader to the child advocacy work undertaken in recent years by the NCC. Chapter II shows how ministry to families with young children has become important in the United States today and describes four steps a church task force takes in assessing or reassessing child day care programs. Chapter III includes suggestions for child day care board membership and orientation as well as a list of steps to follow in starting a program. Specifically described are such issues as governance and church support, contractual agreements and licensure, goals and objectives, and the ethics of financial and personnel policies. Chapter IV stresses active communication between church and child day care community, while chapter V describes selected resources for church-housed child day care programs. Appendices provide the proposed policy statement on child care of the National Council of the Churches of Christ, information on licensing, a sample lease agreement, and sample budgets. (RH)

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HELPING CHURCHES MIND THE CHILDREN

A Guide for Church-Housed Child Day Care Programs

First Edition, 1984

Child Advocacy Office
National Council of the Churches of Christ in the United States of America
475 Riverside Drive, Room 572 • New York, NY 10115-0050

A project of the Division of Church and Society

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ACKNOWLEDGEMENTS

Like all who undertake the publication of a manuscript we find ourselves indebted to a number of persons and institutions for contributions made directly and indirectly to *Helping Churches Mind the Children*.

We need to acknowledge first the leadership given to this project by the participating communions listed on page 39. Without their efforts neither the Child Day Care Project of the National Council of the Churches of Christ in the United States of America nor the present volume could exist.

Carnegie Corporation of New York, Ford Foundation, and the Foundation for Child Development provided funds to underwrite this publication and staff members of these foundations have continuously and generously shared with us their insights. We owe all our continued thanks.

Within our own ranks Margery Freeman, serving as a consultant for the development of this manual, spearheaded our efforts in gathering materials, writing, editing, aiding in our field tests of an early draft and unflinchingly faced each revision. Our debt to her cannot be repaid by a simple thank you but it is by our thanks we express our most sincere appreciation.

The manuscript of *Helping Churches Mind the Children* was field tested in 25 local parishes. Child Care providers and pastors in those congregations carefully evaluated the contents, format and tone, and offered both encouragement and sound advice for improvement. Their extensive expenditure of time and energy has done much to bring the manual to publication.

In production, Ruth Schellbach came to our aid helping us resolve technical problems and most especially providing us with the design and illustration that breathe a certain life into the text.

A number of individuals from church and secular spheres agreed to review the text, spending selfless hours in re-write and revision. We have tried to collate their suggestions in a judicious manner and wish to recognize their valuable contributions.

A special thanks is due to High/Scope Educational Research Foundation which through its Voices for Children Project collaborated with us in field testing the materials and assisted us in the evaluation of material to be included in the text.

Despite the very fine efforts of those who took valuable time to assist us, we have doubtless allowed errors or omissions to remain in the text. They are, alas, our responsibility and not the responsibility of our colleagues or the institutions they represent.

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INTRODUCTION

Why Use This Manual?

A WORD TO NEWCOMERS AND OLDTIMERS IN CHILD DAY CARE

Any program housed in a church reflects upon the church itself. Whether it is run by the church or by an outside organization that merely rents church space, the program's participants, goals, activities, and physical appearance are assumed to be the church's responsibility. No program, then, can operate effectively in a church building without the intentional support and understanding of the pastor and congregation.

It is tempting, when a friend of the church, or even a member, offers to set up a child day care program to say, "Of course!" After all, isn't such a program legitimate work of the church?

Perhaps. But only if it meets a real need which is supported by a clear purpose. And only if it is built, step by step, with the church's knowledge and approval.

Careful planning for a child day care program can mean the difference between a faltering program and one in which the entire community can take pride.

This manual which lays out a prescription for starting a child day care program may not appear to have much to say to a congregation or a child care staff in a program six months, three or ten years old. After all, the initial steps are, for better or worse, over. The program is functioning. But consider the following story:

A church member asks the pastor if she and four other mothers can bring their babies for a playgroup in that second floor choir room that isn't being used. Six months later, they go back to the pastor with an idea to form a cooperative nursery with parents rotating as caregivers for a group of about seven or eight toddlers. The pastor sees no problem, makes a note to mention it at the next church meeting.

Two years later, the nursery has become a thriving full-day care program with two employed teachers. A parent board administers the program, which is self-supporting except for free rent and utilities from the church. Several parents now work full time and are able to pay a high tuition on a sliding scale. Others who are not working pay less but also volunteer as assistants in the program.

What do church members see? A community day care program which has taken over three of their classrooms, their kitchen, and their courtyard. Although the Sunday church school teachers and the child care staff have met to work out some agreements about use of equipment and supplies, there are parishioners who wonder silently about the way the courtyard grass has been pounded into the ground so that only bare earth now shows. Members of the women's auxiliary who meet for lunch at the church on the third Wednesday of each month now have to spend an extra hour arranging with the head teacher to use the kitchen. The custodian finds he uses three times as much floor wax as he used to.

At a congregational meeting, the subject of the child day care program comes up. Opinion is divided: the mother who originated the playgroup three years ago defends the program passionately. Her four-year-old has learned so much! He is a confident, sociable child who looks forward to kindergarten next fall. She wishes the program would expand to include infants so her 8-month-old daughter could benefit from the program too.

An older lady in the congregation asks, "Don't babies need to be with their mothers? Should the church really be encouraging mothers to leave their children so soon just so they can go to work?" A young man worries that the church had to repaint those classroom walls last year, and it looks as though the hall needs painting now. He asks, "Shouldn't the child care parents help out with those costs? After all, only four of them are church members." More members speak out—the tension in the room increases...

Can this manual be of service to that church? Misunderstandings and resentments may be small, but they give rise to suspicions and then to a spirit of mistrust which can damage even a strong program.

Without a clear sense of its own purpose in housing the child care program, the church has no framework within which to meet the challenges, big or small, which a program brings. The child care staff and parents, on the other hand, have worked hard to create a program they feel proud of. They are perplexed by what they see as an unsympathetic view of their efforts. They assume some church members don't want them in the building.

A task force of church and child care people is appointed to iron out the difficulties. They use this manual to sort out what is working well from what still needs attention. They ask: Is our purpose for child care ministry clear? Is the current program the one which is most needed in

the community? What about a contract? Who pays for wallpaint? For the new refrigerator? Is there adequate insurance? What do we think of the wages paid to the child care staff? Can the church do anything to raise money? What does the child care staff know about the church? Has the church ever invited the day care families to Sunday church school? Should it?

The list grows longer; many issues emerge, some basic and theological, others simple and informational. The task force realizes it has to clarify and validate the relationship between church and child day care program. It knows that its work will strengthen both the program and the church which supports it.

This manual, then, is for **pastors, parents,** and **church members** who consider service to families with young children a vital part of ministry. It is for those who want to **begin** a weekday program for young children and need help getting started. And it is for churches that are **changing** or **expanding** their child day care programs.

But what of the program which has been functioning for many years at full capacity? What sort of help can this manual be to it?

Consider the story of that church whose playgroup evolved into a full-day care program. Ten years have passed. The center now serves 60 preschoolers all day and 30 more elementary school children in an after-school program. But only 10 of the children are from the immediate church community. For the once all-white neighborhood has undergone a rapid change: it is now a third Hispanic and a third black. Many of its families are headed by single parents who cannot afford child care and thus are unable to work or go to school.

At a monthly child care board meeting the minister asks, "What is our church's responsibility to the community? None of our newer neighbors attend our church; yet many have young children in need of care. But the lowest fee of our sliding scale is beyond their capacity to pay!"

The day care director suggests that the center may want to contract with the state for public monies. A parent immediately worries, "Do state funds really cover all the costs of care? Wouldn't we have to subsidize those children?" "What about the language problem?" wonders another board member. Then a longtime board person blurts out, "I don't think we should subsidize families who have irresponsible lifestyles!"

This church and child day care community face new and painful choices. They can steadfastly continue the current program. Or they can extend their witness to neighborhood strangers.

This story is about one church. Yet another story might be about a day care program whose board decides after 12 years to include religious education in the curriculum. Still another story could tell of a church whose 20-year-old preschool suddenly moves to a larger location. A congregational task force assesses the community's needs and recommends that the church house a sick-child drop-in service staffed by church volunteers.

This manual, then, is for churches that are reassessing their role in the community. It is for child day care boards that ask, "Are we **still** meeting the needs of families in our congregation and our community?" It is, above all, a tool to help a church find again its vocation to enable persons to live the lives for which they were created.

WHY THE MANUAL WAS WRITTEN

Churches are the largest group of child day care providers in the United States. Until recently, most national church agencies had formed no policies or guidelines for child care. Rather, local churches developed individual responses to the needs of families with young children in their communities.

In 1981 and 1982, a survey of church-housed child day care programs was conducted by the National Council of the Churches of Christ in the U.S.A.. The picture that emerged from the survey was a colorful kaleidoscope of programs created through the care and hard work of tens of thousands of individuals.

One frequent plea from these church-related child caregivers was: "Help us validate child day care as a central part of Christian ministry!" "Give us guidelines for choosing programs!" "Let us know where to turn for resources to improve the quality of our children's care!"

Many churches responded that didn't have any child day care program at all: "We have such good, unused space in our building—how do we start?" And, "Parents need our help—what do we do?"

This manual is a response by the Child Advocacy Office of the National Council of Churches to the many requests for help which it has received. It does not purport to be a child care administrator's guidebook. Excellent resources on how to start and manage child day care programs are described in Chapter 5. Its purpose is to share ideas and information that will stimulate enthusiasm about child day care as an important and valid part of Church mission. Its goal is to celebrate the Church's unique qualities and opportunities to care for children, and to offer guidance to those who would transform opportunity into reality.

In our book, *When Churches Mind the Children,* we began with the following lines from a familiar hymn by James Russell Lowell:

Once to every man and nation
Comes the moment to decide,
In the strife of truth with falsehood
For the good or evil side.

New occasions teach new duties
Time makes ancient good uncouth;
They must upward still and onward,
Who would keep abreast of truth.

This manual is offered to the church and child care community in the hope that it can help us all "keep abreast of truth" in our quest for a meaningful and effective child care ministry.

Summary and Table of Contents

The following chapter summaries may help readers find the subjects which address their immediate concerns.

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CHAPTER I **5—6**

STAINED GLASS WINDOWS ON CHILD CARE:

Results of the National Council of Churches' Study of Child Care in Local Parishes

This chapter profiles the programs of nearly 9,000 churches which participated in the 1982 National Council of Churches' survey, and introduces the reader to the child advocacy work undertaken in recent years by the NCC. A Proposed Policy Statement on Child Care, developed by the NCC Child Advocacy Working Group in consultation with many church leaders and child care providers, is reprinted as Appendix A.

CHAPTER II **7—15**

WHICH CHILDREN TO SERVE?

The Work of a Child Day Care Task Force

This chapter first shows how ministry to families with young children has become particularly important in the United States today. The sheer number of young children presently requiring day care outside their homes gives a new urgency to their weekday ministry. The chapter then describes four steps a church task force takes in assessing or reassessing child day care programs:

1. Establish the need for a program;
   A sample child day care survey is included here.
2. Define the purpose of a program for a church; includes implications of child care ministry and discusses six concepts of child care as mission.
3. Assess the Church's resources and capabilities; presents questions about the physical, legal, and financial capabilities of a church community to support a child day care program.
4. Choose a program that best serves families in the community; describes ten child day care options.

CHAPTER III **16—23**

THEN THE CHILDREN WERE BROUGHT:

Initiating a Child Day Care Program

This chapter includes suggestions for board membership and orientation as well as a list of steps to follow in starting a program. It takes up such issues as governance and church support, contractual agreements and licensure, goals and objectives, and the ethics of financial and personnel policies.

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CHAPTER IV 24—27

SHARING THE GOOD NEWS ABOUT CHILD DAY CARE

In this chapter active communication between church and child day care community is stressed. Both are encouraged to welcome parents as teachers, learners, and as partners. Finally, parents, staff, board, and parishioners are urged to use their plentiful resources to promote quality care in the larger community.

CHAPTER V 28—38

"FOR THE PROMISE IS UNTO YOU AND TO YOUR CHILDREN":

Resources for Church-Housed Child Day Care Programs

Selected resources are described in the last chapter of the manual. Church leaders with little knowledge or experience in child care find practical guides to financing, administering, equipping, and staffing most kinds of programs. Examples of budgets, curricula, schedules, bylaws, record forms, parent and staff handbooks are included in many books listed in this chapter. For those who wish a broader knowledge of child development, early childhood education, and advocacy, there are resources on the history and policy of child care and its current "state of the art."

APPENDICES

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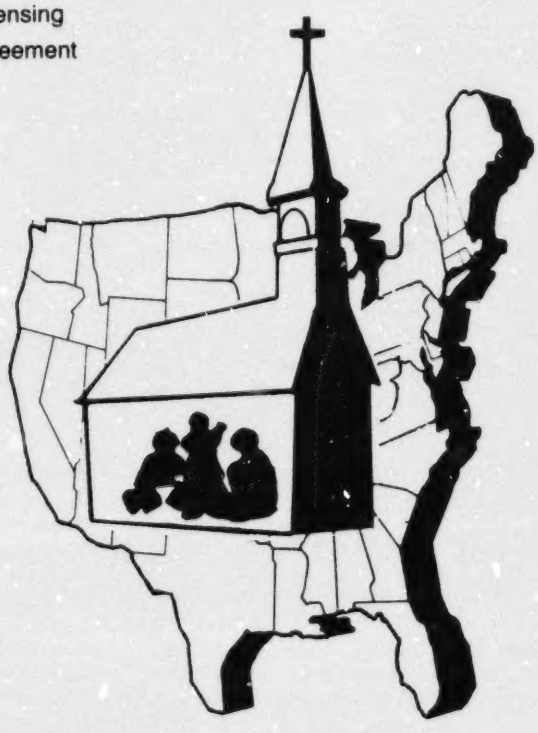
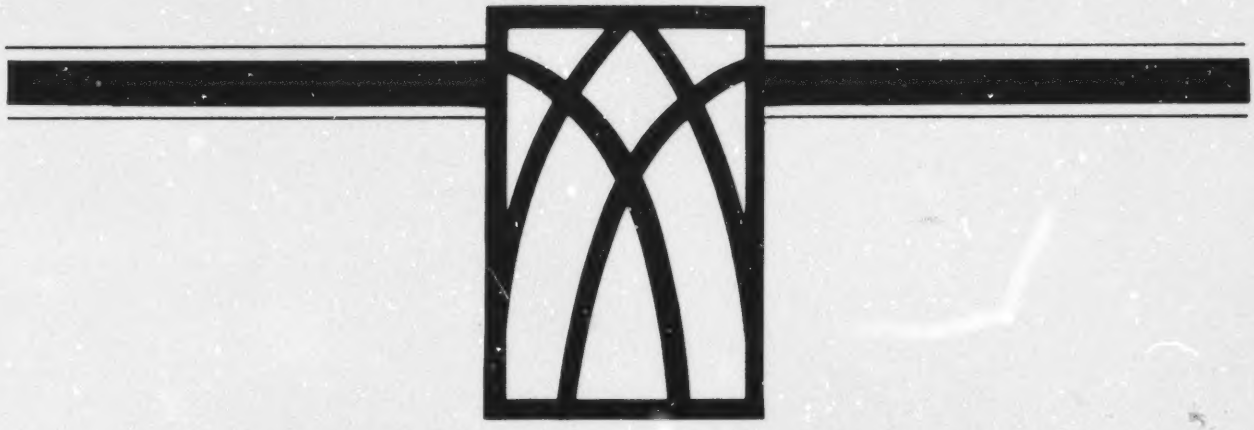




Stained Glass Windows on Child Care

Results of the National Council of Churches' Study of Child Care in Local Parishes

In February 1982, a questionnaire was sent to pastors of 87,562 churches across the United States. It asked them whether any sort of child day care programs were operating in their church buildings. Over 25,000 responses were received! Of these, over a third, or 8,767, reported that indeed they did house child day care programs—some 14,589 of them (since some churches house more than one program).

About half of the programs identified in the survey were run by churches; the other half were operated by independent groups renting space in church buildings. Two-thirds were full day care centers; one third were part-day programs. Taken as a whole, these programs served nearly a **million young children each day.**

Since the 87,562 churches surveyed represent only a fraction of the nation's religious institutions, one conclusion was inescapable: churches and synagogues are the largest group of child day care providers in the United States.

One reason this conclusion was so dramatic was that it had been largely unrecognized either by church leaders or by the child care community itself. Both groups were "like stargazers who have looked into the brilliant night sky and have had Orion pointed out to them. They have seen the stars all along, but have needed to have the configuration pointed out, and once having seen it, they wonder why it was not visible before."[1]

For decades, churches have provided direct service to children through programs of education, spiritual training, recreation, health, and nutrition. In addition, advocacy for public policies responsive to the needs of children has been part of the Church's ministry.

Yet churches have been largely unaware of the magnitude of their increasing contribution to the weekday care of young children. Most parishes have considered their efforts to be modest responses to needs expressed by people in their congregation or community. Few have had guidelines for weekday child care as they have for Sunday Church School or youth ministry.

The child day care survey that brought to light the collective work of churches across the country was conducted by the National Council of the Churches of Christ, U.S.A.. The NCC is an ecumenical coalition of 31 Christian denominations or communions representing over 40 million Americans from "mainline Protestant," Anglican, and Orthodox churches.

The NCC's Child Advocacy Working Group was motivated to study child day care programs operating in church buildings by several concerns: One was the absence of data. There were virtually no government or private records kept which offered accurate estimates of the number and quality of day care programs or the number of children being cared for in these programs. The working group wanted to shed as much light as possible on the nature of child day care programs operating in church buildings.

Second, it recognized that churches need to reassess their services, reorder their priorities, and, if necessary, restructure their programs to meet the new challenge for child care. It wanted to aid local churches that are under increasing pressure to provide weekday care for very young children whose parents work or need supportive services.

Finally the working group believed that the Church has a unique opportunity to offer resources and leadership in the child care field. It wanted to develop policies and guidelines to help churches create and maintain just and equitable child day care programs.

The National Council of Churches had initiated its study of child day care in local parishes after several years of work by its Child and Family Justice Project. In 1978, the Project's staff set out to collect first-hand information about problems affecting American families. It analyzed social conditions in 20 communities around the nation. Child day care emerged from the study as the single most pressing and pervasive concern of American families in the communities studied.

By the spring of 1982, the NCC had identified nearly 15,000 programs in churches that were responding to that need for child day care. Its next task was to analyze the nature of the programs being offered.

An extensive follow-up questionnaire was sent to 3333 member churches, to which the response was 1506, or 45%.

The picture that emerged of church-housed child care was far more diverse in every way than anyone had imagined. The most important realization was that the church plays a very significant role in the care of this country's young children. It provides a diversity of programs serving a multiplicity of needs.

The 1506 responses to the questionnaire enabled the NCC Child Advocacy Working Group to conclude that, as child day care provider, the Church has certain unique strengths:

Since its programs are essentially a response to grassroots requests, they can be sensitive to changing family needs for child care service, and flexible in meeting these changing needs. Many programs also have broad-based funding and substantial in-kind support. Furthermore, they usually have experienced and capable staff, and sufficient structure and organization to provide reliable and stable community-based child care.

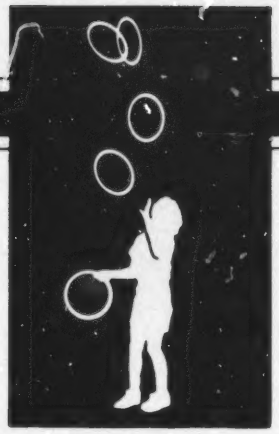
Despite these strengths, church-housed child day care programs face numerous difficulties. Foremost among them is the low status of child care providers, particularly in relation to church congregations. As a result of this low status and its accompanying poor pay, church child care programs (like their secular counterparts) face considerable staff instability and turnover.

Problems of financial and personnel management plague all child care providers and churches are no exception. What is exceptional, however, is the need for program resources. Church-supported programs that want to include spiritual development as a goal expressed a strong need for low-cost, religiously-oriented curriculum materials.

A major conclusion that the National Council of Churches reached from its study is that child care providers need and want to be in contact with one another, both locally and through church agencies and child advocacy organizations. The NCC's Child Advocacy Office has initiated an Ecumenical Child Care Network to stimulate an exchange of ideas among church-housed child day care providers. The Network also will relieve the isolation felt by many providers by putting them in touch with other providers, child advocates, policy makers, and national church and secular agencies.

A comprehensive statement of policy and purpose about child day care has been developed by the NCC Child Advocacy Working Group with the active help of over 200 child care providers from across the country. The Church—at least that segment represented by the NCC—hopes that by clarifying its own goals and policy perspectives, it will contribute substantially to the national dialogue about child care. A proposed policy statement is included in Appendix A.

In coalition with a wide range of national organizations that are seeking to formulate comprehensive child care policies, and informed by its sense of the gospel imperatives of love and justice, the National Council of Churches seeks to keep abreast of child care issues and use its considerable resources to help make quality child day care available to all who need and want it at a price they can afford. *Helping Churches Mind the Children* is one contribution to this effort.



Which Children to Serve?

The Work of a Child Day Care Task Force

Church and child care leaders who support an established child day care program may think, "This chapter doesn't concern me. We made our choices long ago."

Certainly, the following analysis is meant to help those who are in the planning stages of program development. Yet child day care is in flux: communities change, family needs change, church resources change. **A well-established program also needs to reassess its purpose and function on a regular basis.**

This chapter, then, speaks to all who ask, "Which Children to Serve?"

THE CONTEXT FOR A TASK FORCE'S WORK: THE CHANGING NEEDS OF AMERICAN FAMILIES

Before a church community begins to study child care program possibilities, it needs to understand the larger picture of American families in the 1980's. By setting its work in a broader context, it can maintain a clearer perspective about its own role in meeting local child care needs.

By any standard, the Church serves in its child day care programs, **every day,** tens of thousands of families with millions of young children. To adequately meet such a heavy responsibility, the Church must understand the major changes occurring in the nation's families.

Families in the United States differ radically from the patterns they held ten or twenty years ago. Over half of women with young children now work outside the home. One in seven families are headed by a single parent, usually the mother. In addition, many couples choose to begin families when they are in their thirties, at which point both parents often have established careers which they do not want to leave.[2]

The "typical" family of the 1950's and 60's, with father going off to work and mother staying home to care for the children is now the exception, not the norm. Furthermore, the grandmother or aunt who used to be available to care for children also works. So does the lady down the street and the next door neighbor. Also, since families are smaller, there are fewer brothers and sisters available to provide peer group experiences for younger siblings.

By 1990, it is predicted that there will be about 10.5 million children under 6 whose mothers are in the labor force, up from 7.5 million in 1980.[3] This means that within the next few years, there will be a 40% increase in the number of children needing to be cared for while their parents work!

There is also another reality: quality child care today is available only to a small fraction of families who need it. Licensed day care programs exist for only a small percent of the children with working mothers. It is estimated that between six and seven million children under 13 may be left without adult supervision in this country **each day.**[4]

Furthermore, few parents can afford the cost of quality child care. Only a family with an income of over $15,000 can afford to pay the full cost of care for one child.[5] Because of this lack of affordable child care, many families must resort to makeshift arrangements for their children—neighbors, older siblings, sometimes no care at all.

Yet research has demonstrated that quality child care programs can dramatically improve the course of children's lives. For example, the High/Scope Educational Research Foundation conducted a follow-up study of the effects of a quality child care program on youths through age 19. *(Changed Lives: The Effects of the Perry Preschool Program on Youths through Age 19.* Ypsilanti, MI: High/Scope Press, 1984.) The study found that the group who received the early childhood program, when compared to an equivalent group who received no early childhood program:

- had greater scholastic success—including higher scores on achievement tests, reduced need for costly special education classes, and less chance of dropping out of high school.
- reported less involvement in juvenile delinquency and were less often picked up by the police.
- had better prospects for jobs and earnings as adults.

In fact, the economic impact of these benefits resulted in a 400% financial return to the community for its investment in the program. This study and others like it provide persuasive testimony to the enduring importance of the early years in the lives of all children.

Child day care in the United States has always been and remains the responsibility of individual families. Because there is no organized child care system, child care services are diverse, fragmented, and of varying quality. Individual providers operating out of their homes, non-profit organizations, small proprietors, and churches are the major sources of child day care. The costs of the services are borne by individual families and by the providers themselves who often "subsidize" programs by accepting low wages.

Child care is a private enterprise, but an enterprise with little organization and virtually no basic information about whom it serves, in what ways, and at what costs. With such disarray, coordinated planning and organizing among child care advocates has been difficult. Entrepreneurs offer sometimes good but expensive private care to upper income families. Publicly subsidized child day care is offered to the poorest families. At greatest risk are the children who need quality care but whose families cannot afford it.

The Church, as major provider of child day care in America, has a responsibility to meet the changing needs of families. Yet at a national level, the Church has only recently begun to assert its leadership in the child care arena. Until the National Council of Churches undertook its survey of member communions, no national church agencies had recorded the names or numbers of their parishes operating child day care programs. Even today, few church hierarchies have guidelines and recommendations for child care provision.

It has been local church communities which have assumed the obligation for keeping abreast of the changes in American families' child care needs. Until recently, these efforts were more happenstance than intentional. Increasingly, however, local parishes have begun to study patterns of employment and housing, to analyze the local child care market and industry in order to support child care programs which reflect both national trends and local needs.

With this outline of the child care needs of American families in mind, a church community now begins the task of deciding which child day care program to support.

SETTING UP A TASK FORCE TO STUDY PROGRAM POSSIBILITIES

The impetus for initiating or changing a child day care program may come from the pastor, a church member, a neighborhood parent, or a child care provider in the community. That person goes to the church and asks permission to establish a task force to explore program possibilities. The task force ultimately becomes the group which convinces a church to support a particular child day care program. It defines the community to be served and discovers its needs. It assesses the congregation's feelings about having a child care program. It surveys the community to find out how many families with young children live near the church and how those children are being cared for. It looks at the church location and asks, is this area convenient to working parents? Are there non-working parents who might need a program here? Then it brings the results of its study to the church's governing board.

A task force becomes the advocate for child day care. If members of this group are convinced it is a valid ministry, they are likely to win the approval of even the most reluctant church members.

The Make-up of a Task Force

Members of the task force are people in a church or community who will be affected or have resources to offer a child day care program: the pastor; persons who are responsible for education, building maintenance, community outreach, kitchen functions, legal matters, budget and finance; child care professionals; parents.

The Task Force's Responsibilities

The task force has four responsibilities:

1) To establish whether a program is needed. If a program is already operating, the task force assesses what needs it is meeting and what needs are unmet.
2) To define the purpose of a program for the church.
3) To determine whether and how the church can support a program.
4) To select a child day care program and recommend it to the church.

STEP ONE: ESTABLISH THE NEED FOR A PROGRAM

As it approaches its job of recommending a child day care program to the church, a task force first prepares a survey of its own community to help it discover what kind of program the church might support. The survey enables a task force to find out who needs a child day care program and what types of programs are most needed.

Assumptions about how best to serve families with young children are measured against the survey results. For example, a pastor who is determined to open a multi-racial center needs to look hard at the significance of a survey whose respondents are all white, or all black. Or a parent in the congregation who wants the church to help her start a morning play group for toddlers may discover from a survey that most parents in the church community have full-time jobs and therefore need full day care for their children. At another church, a survey may reveal an urgent need for after-school care.

A survey of needs can be especially useful in a church which is already supporting a child day care program. Many churches have traditionally supported half-day nursery school programs for three-and four-year-old children of their own parishioners. A survey that indicates increasing numbers of working parents in the community may cause a church to redesign its program as a full-day program that includes toddler care. Conversely, on the basis of survey results, a church many decide to close its Mother's Morning Out program and put its resources into developing information and referral services for a network of family day care providers.

After assessing the need for child day care in its local church community, a task force asks, "Why should this church undertake a child day care ministry?

STEP TWO: DEFINE THE PURPOSE OF A PROGRAM FOR A CHURCH

A church's response to the need for child day care varies according to its perception of the need and its sense of its own responsibility and capacity to respond. A task force considers the implications of child day care as ministry. Then, having studied the obligations such ministry entails, and having clarified the church's intentions, it sets forth a purpose for child care which a church can uphold.

Implication #1: The Church is Committed to High Quality Ministry

The church has been impelled to child care for several reasons. First, churches have special features which make them desirable locations for child day care programs: available space, convenient location, and tax-exempt status.

Churches often have classrooms which are outfitted for children's Sunday Church School groups and which stand empty on many weekdays. Most churches are also accessible to their community: close to public transportation, along major city streets, central to a housing project or suburban housing tract.

Additionally, there are significant financial incentives for individuals or groups to house a child care program in a church. Churches can offer them tax-exempt status. They also have equipment, insurance, garbage collection, telephone service. Frequently they are or can be licensed to serve food.

Yet these historical coincidences of space, location, and tax-exempt status cannot define the church's role as a child day care provider. Ultimately it is the church's belief in the importance of quality child care that must undergird its decision to support a child day care program. **No program should be housed in a church which is not centered on the well-being of children and a concern for how they spend their time.**

Implication #2: The Church is Above but Not Beyond the Law

A church-housed child care program ought not put itself beyond the law. A child care program is licensed to assure its community that basic space, safety, health, and staff requirements are being met. Only a program that is approved by all appropriate authorities should be permitted to operate in a church building. Child day care licensing codes vary from state to state. Some are strict, others are lenient. (Appendix B offers some common standards and current addresses of state child care licensing offices.) But these legal standards will often be exceeded in a church-related program because a congregation's commitment to all children of God calls for the very best it can provide.

This means the church will expect high standards of excellence from a child cay care staff. It means the facilities will be clean, safe, and welcoming for children and their families. It means the goals of the program will reflect a concern for children's growth as caring, trusting, and confident people. It means that policies about talking,

playing, eating, washing, will be developed out of a commitment to cooperation, to non-violence, to equality, to fairness and respect for others. For example, a program may have a rule prohibiting teachers from shouting because a person who shouts at a child cannot teach effectively about human worthiness. For similar reasons, a program may prohibit guns, games with "winners" and "losers," or junk food. A church-housed program will also be sensitive to the racial and cultural diversity of its families. It will insure that all children feel welcome, regardless of their ethnic heritage.

The values and beliefs reflected in a church-housed child day care program are important. And what the church expects of the program is guided by its mission theology.

What Is the Church's Intention? Six Concepts of Child Day Care As Mission

The church may wish to operate a program with an explicit **Christian education** component. When this is the motivation, spiritual development will be a central goal of the program. Or a child day care program may be viewed as part of a larger program of **pastoral care** of families within the congregation. Congregations motivated to be involved with child care by concern for either religious education or pastoral care will expect to serve primarily children and families of their own membership.

Church congregations may support a child day care program within a larger context of **evangelism.** They would expect the program to help expand the fellowship of the parish and ultimately increase the membership.

A congregation often views itself as the **steward** of the church's physical plant and equipment. A child day care program may be seen as an appropriate focus of that trust. But it also may be seen, often unrealistically, as a source of potential revenue.

Many churches feel some general responsibility to meet the needs of others within the community. It is this view of ministry as **community service** that leads them to offer their resources to community child care groups.

Finally, congregations that view themselves as having a significant role to play in promoting **social justice** may support a child day care program as part of that ministry. Often these programs serve particular populations such as disabled children, single parents, low-income groups, or families with histories of neglect or abuse.

Clarify the Mission Theology

These ideas of ministry sometimes overlap and are seen as complementary by church members. Perhaps even more frequently, different segments of the congregation will view the same child day care program differently. For example, the pastor may see the program as good stewardship and as an opportunity for evangelism; the trustees may see it as a source of revenue; the Women's Guild may view it as a social justice program. At the same time, the parents may see the church merely as a landlord for their child's day care program.

Different views of child day care can result in a lack of clarity or intentionality with respect to the program housed in the church. A task force's major responsibility is to affirm as clearly as possible the church's belief in child care as ministry. It creates a vision of mission for the church. It presents a picture of a community's needs and surrounds that picture with a purpose informed by a Christian belief in love and justice.

If the need and purpose of a program are clear, the congregation's anxiety and resistance to change are lessened. But to reassure parishioners that a child day care program is sound ministry for its church, the vision must be tested against practicalities and existing realities.

STEP THREE: ASSESS THE CHURCH'S RESOURCES AND CAPABILITIES

After a task force establishes the need for a program and defines the church's purpose for being in child care ministry, it takes a hard look at the church's resources.

Too often new program ideas are resisted by members of church congregations who argue, "We can't afford it," "It won't work," or "We've always done it that way." In other cases, a congregation may feel so pressed by the needs in its neighborhood or so committed to social action on behalf of working parents that it rushes to open a program before it examines its capacity to support child day care.

A church which has never housed a child day care program needs to know it can actually manage one. Or if its experience is with a small nursery school, it needs to be sure it can meet the requirements of an extended and larger program. Or it needs to be certain it has the building resources to house the program needed by the community, perhaps a community program offering respite care to families with disabled children, or an after-school program for elementary school-age children.

Most Important, a church needs to come to terms with its own feelings about child day care. A task force doesn't seek complete consensus among parishioners, but it needs to honestly appraise the church's willingness to support a child care program.

The following questions help a task force assess its church's resources and capabilities:*

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A CHILD DAY CARE SURVEY

_____ Church is considering establishing a child day care program for young children of the community. By answering the following questions, you will help us select a program that will best meet the needs of families in our community.

1. Please list the number of children in your household who are:

   _____ 0-2 years old
   _____ 3-5 years old
   _____ 6-12 years old

2. Are any of these children presently cared for by someone other than the parent? If so, please check source of child care.

   _____ day care center
   _____ family day care (care in another home)
   _____ other (please describe): _____
   _____

3. How much are you currently paying per week for this care?

   $ _____ per child
   Comments or explanations: _____

4. Are you working, attending shcool, or looking for work now?

   _____ full-time
   _____ part-time
   _____ other (describe): _____

5. Would you like to change your present child care arrangements?

   _____ yes
   _____ no

6. What type(s) of child day care program would you want to use?

   _____ Day Care Center (full-time)
   Children who would use program:

Age	Number
0-2	_____
3-5	_____

   _____ Nursery School (part-time)
   Children who would use program: 0-2 _____
   3-5 _____

   Days and hours needed:

M	a.m._____	p.m._____
T	a.m._____	p.m._____
W	a.m._____	p.m._____
Th	a.m._____	p.m._____
F	a.m._____	p.m._____

_____ Drop-In Care/Mothers Morning Out
Children who would use program: 0-2 _____
3-5 _____

_____ Family Day (Day Care Home)
Children who would use program:

Age	Number	Full/Part Time
0-2	_____	
3-5	_____	

_____ Before/After School Care
Children who would use program: 5-8 _____
9-12 _____

7. Would transportation need to be provided for your child?
Yes _____ No _____

8. Do you have special needs that a church-housed program might meet?

_____ evening care (part-time _____; full-time _____)
_____ care for child with disability
_____ emergency/sick child care
_____ information and referral services about:
_____ already existing child care programs
_____ parenting classes
_____ infant care classes
_____ other: _____

9. Would you like to know the results of this survey and whether a program will be started? Yes _____ No _____

10. Would you like to attend a planning meeting to explore program possibilities? Yes _____ No _____

11. Comments or Questions:

OPTIONAL:

Name _____

Address _____ zip _____

Telephone _____(home) _____(work)

Questions about the Church

1. Is the church located where there is a particular child day care need? Is there an elementary school nearby where school-age children might need before and/or after-school programs? Is the church on a bus line that parents use to go to work? Is the church near a factory, office building, hospital or college where employees might use the church program?
2. How do church members feel about child care? Do they support mothers who need or want to work outside the home?
3. How would a church-housed child day care program fit into the total program of the church? Are people in the congregation committed to a long-term, on-going, inclusive program? Would the church members prefer to operate a program or support one run by a non-church group?
4. What are the resources of the church? Are the facilities adequate to house a program—the building, equipment, outside play area, heating and cooling, space per child, toilets, rest area, kitchen? (See Information on Licensing, Appendix B.) Are there members of the church who are potential child day care directors or staff? Volunteers?

Questions about the Community

1. What are some local resources outside the church that are available for information, expertise, leadership? Where can church leaders go for information about existing child day care in the community? Are there channels for supporting child day care other than that of housing a program in the church?
2. What are the local and state laws that affect the child day care decision? What are the state day care licensing regulations? What are the zoning laws for the use of the church? How do the neighbors feel about the church having a child day care program?

Questions about Finances

1. What is the estimated cost for personnel, equipment, materials, administration of the recommended program? What portion of these is start-up costs? Which is on-going? What is the cost per child in other local programs similar to this one?
2. Can tuition and fees be charged? What are the effects of having a sliding fee scale? reduced rates for second or third child? Will part-time care be offered? If so, how will fees be determined?
3. Will public funds be sought? for tuition? for food? for children with special needs? How does the church feel about receiving public monies?
4. What staff benefits will the program offer? Vacation/sick/holiday/leave time? Health insurance? Pension?
5. What private funding is available? How much money can the church itself put into the child day care program annually? What potential does the congregation have for special individual gifts? What potential is there through regional/national church agencies? from the United Way? corporations or foundations?
6. Are there local church or secular groups that might offer equipment, supplies, in-kind services or one-time-only grants for start-up costs?
7. What are the hidden costs of child day care? Is the church willing to increase its maintenance budget to cover the costs of wear and tear a child care program brings? What insurance coverage will it need?

Legal Questions

1. Does the church have adequate liability insurance?
2. What are the local and state laws that affect a child day care program?
3. What are the state day care licensing regulations?
4. What are the zoning laws for the use of the church?
5. If public funds are sought, to which additional laws and regulations will the church be subject? Will the public support be direct (grants) or indirect (tax subsidies/exemptions)?
6. If the child care program is to be operated/sponsored by the church, how will federal/state/local regulations affect the kind of children the church can serve? How will these regulations affect the explicit teaching of religion? How will the receipt of public funds influence the type of program developed? (See Legal Resources in Chapter 5.)

Once a task force has researched answers to these questions and others unique to its own church, its study is complete. It understands the need for child day care both nationally and locally. It has clarified its intentions and shaped its statement of purpose. It has measured its vision against the reality of the church's resources. Now it is ready to select a program that lives out the church's child care mission.

STEP FOUR: CHOOSE A PROGRAM THAT BEST SERVES FAMILIES IN THE COMMUNITY

Whatever child day care program a church chooses to provide limits, in some way, the type of children and families who are served. As it considers its options, a task force needs to remember that **each type of program has worth and value to certain families.** In fact, established patterns of child care described below may be only an edge of the quilt of care that covers families' needs. A task force that is knowledgeable about and sensitive to its church community can create a program which truly meets the needs and hopes of its families and children. As Ellen Galinsky and William H. Hooks discovered when they observed and sought to evaluate a wide variety of child day care programs in 1975:

We found that the size of the program, the source of funding, and any of the other elements that are commonly used to differentiate child care programs are important but certainly not the most important ones for judging a program. We came to feel that it is the quality of life for children, parents, and staff that distinguishes one program from another.[6]

DESCRIPTIONS OF TEN CHILD DAY CARE OPTIONS

1. Play Groups and Parent Cooperatives

Many parents want to spend time with other parents and their children. Playgroups offer opportunities for parents to share with one another informally while their children play together. A new mother especially needs support as she adjusts to full-time parenting. In a playgroup she is free to share her anxieties and talk about every nuance of her child's development.

In parent cooperatives, parents care for participants' children on a rotating basis so that costs are minimized. They collectively decide the purpose of the program and establish policies and procedures. Even when parent cooperatives evolve into larger and longer programs with paid staff, parents continue to serve as the policy making board.

2. Parent-Child Development Programs

These programs are similar to playgroups in that both are designed for parents and their children. As the name implies, parent-child development programs focus on building a healthy relationship between parent and child. A trained staff person offers information about the child's development to the parent and provides opportunities for the parent to play with and care for the child in a secure and supportive environment. Teen parents who feel unsure of their new role often benefit from such programs. As more fathers share parenting responsibilities (especially when many are unemployed or have as much time for child care as their working wives) they too can benefit from instructional programs.

3. Drop-In Care or Mothers Morning Out

These programs offer part-time care for children of parents who may have occasional responsibilities where their children cannot be present, or those who want their children to have social experiences with other children. An 18-month-old child who is alone and bored often demands continuous attention from his/her parent. A few hours of vigorous, well-planned play with other toddlers may satisfy the child. At the same time, the parent gets a welcome respite to take care of other needs.

4. Nursery/Preschool

A preschool or nursery school is ordinarily a half-day program with a planned curriculum. It may be staffed by parents themselves, by staff assisted by parents, or by paid staff only. Sometimes a working parent chooses to enroll a child in a morning preschool so that the child benefits from planned group learning. The parent then makes arrangements with a family day care provider to care for the child from lunchtime until the end of the afternoon.

Each of the part-time programs described above provides families with valuable, supportive services. An unemployed single mother needs a program equally as much as a working parent. Her child benefits from the stimulation of other children, and her own isolation is eased.

5. Family Day Care

Persons who care for one to five or six children in their homes are called family day care providers. FDC frequently serves infants and toddlers of working parents who want their very young children in a home-like, informal environment. Some FDC providers also offer before/after-school care. A third grader whose parents work until five or six o'clock can come "home" to the caregiver, eat a snack, play outside, and perhaps be helped with homework until the parent picks him/her up.

A church may consider coordinating a network of family day care providers, either in connection with a center or as a training and information service for parents and providers alike.

6. Day Care Center

A center usually serves the children of parents who work, are in school, or are looking for work. Being open at least 9-10 hours a day, it has a full staff and serves daily at least one meal and two snacks. A center may serve children ages 0-6 years, although it has been less likely to serve infants because of the higher costs per child and because the demand was not as great as that for three and four year-old care. Recently however, there has been a dramatic increase in the requests for infant/toddler and for after-school care at centers.

Since the vast majority of church-housed church child care programs are full-time, churches can play a significant role in helping centers meet new family needs.

7. Before/After-School Care

These programs are distinct from "enrichment" programs such as art or music classes which are offered to children for an hour or so after school. Before/After-School Care is a service to working parents whose children need supervision until 5:00 or 6:00 p.m. Children ages 5-10 (even 12) are offered supervised recreation, snacks, and sometimes tutoring or homework help. Nothing causes a parent more concern than his/her 7-year-old son or 8-year-old daughter at home alone for three hours in the early evening. Before/After-School care meets an increasingly urgent need.

8. Care for Children With Special Needs

A program that meets special needs of children may be truly needed in a church community. Children who are deaf, blind, mentally retarded, or have some other handicapping condition can be helped to full and rich lives by a quality child care program. Migrant or refugee children require special care and their parents need social services. Families with histories of child abuse or neglect can hope for the future if they are offered therapeutic care. A small program reaching the neediest families in a community is surely God-sent.

9. Emergency/Sick Child Care

Working parents often feel frantic when their children are mildly sick or regular caregivers are unable to care for them because of illness or vacation. A church in a community with plentiful child care programs may find that carefully-planned emergency drop-in care fills a needed gap in the community's child care service. (State laws vary greatly regarding the legality of drop-in care and need to be checked carefully.)

10. Information and Referral Services

No program is more important to families than one which helps them find the child care they need. In fact, whatever program a church chooses to support should offer guidelines to help parents choose a quality child care program. (See resources on choosing child care in Chapter 5.)

An information and referral service may include listings of community child care providers, cross-referenced according to location, ages served, and type of program. Some I&R services develop instructional or toy-lending libraries, and materials or babysitting exchanges. Others offer workshops on child development or work and family life. An I&R service also can become an advocate for quality child care. As staff become aware of the needs and services in a community, they may organize providers and parents to speak out on child care issues.

A TASK FORCE'S JOB IS DONE

A task force recommends a program to the church's governing body from the options it has studied. After it approves the task force's findings, the governing board announces the program at a congregational meeting. It leads the church in celebrating the work of the task force and embraces its recommendations with hope and enthusiasm. It also lives with the reality that even after such careful study, there will be those who approve of the program and those who do not! The groundwork laid by the task force, however, assures that a stable and strong program can be a built. Now a board and staff are developed to carry forth the mandate of the church and to continually monitor the quality of the child day care program.

Then The Children Were Brought

Initiating a Child Day Care Program

When the church has decided on the type of program it will offer, it is ready to take the necessary steps to start such a program. Chapter Three describes procedures for getting the program started.

SET UP A CHILD DAY CARE BOARD

Church members are not ordinarily experts in early childhood education. They cannot be expected to know what "quality" care for children means. Often a congregation will approve of a program because it "looks good," that is, it is orderly and clean. In contrast, parishioners may be disturbed by a program that generates a lot of noise and "mess." There is a danger that church members who do not know what a program is about may not care either as long as it does not "intrude" on regular church activities.

Once it has approved support for a child day care program, a church selects parishioners to work with the program. Depending on the nature of the relationship, that group will directly oversee the program, advise it, or simply act as liaison between the program and the church's governing board.

A Church-Run Child Day Care Program

If a task force has recommended that a church run a child day care program and the governing board of the church has approved the recommendation, it then appoints a child day care board or committee which has authority to initiate and govern the program. In this instance, the church makes child day care part of its ongoing program and takes financial responsibility for it. Moreover, the child day care board or committee is accountable to the church's governing body for all aspects of the program.

A Church-Run Program Operating Under a Separate Board

A church can also choose to set up a separate, non-profit corporation to run the child day care program. In this case, the legal liabilities of church and program are clear and distinct. The board is under contract to the church, but the program operates independently from church structures.

This arrangement is useful to a church, which can end the contract when it wants. It is useful to a day care program which does not need to have every policy decision approved by the church's governing board. It is also free to join other child care organizations and networks as an independent legal entity.

An Independently-Run Child Day Care Program

A non-profit, community group invited by the church to use its space signs a contract with the church's governing board. In this case, the church appoints an advisory committee to serve as a liaison between the church and the child day care program's own board. In such a contract, the church may provide support for the program by rent-free space or custodial help. But it assumes no financial or programmatic responsibilities for the program once the terms of the contract are met.

THE BOARD'S RESPONSIBILITIES IN ESTABLISHING A PROGRAM

Whether the child day care board is appointed by the church or is established as an independent body with a church liaison committee, it plays a significant role in initiating a program, seeing that it abides by its stated purpose, and monitoring its fiscal management. Even if a

program is one which does not use much church space, such as a family day care network, or an information and referral service, it needs a board to oversee its administration and to manage its relationship with the church (See "Board Resources" in Chapter 5).

The board of a church-housed child day care program needs active members. It includes the following church and community people:

- representatives of the church who are concerned with
  1) the use and maintenance of the property; and
  2) the education of young children; and
  3) the church's community outreach;
- a person knowledgeable about finance;
- a child development specialist (perhaps from the early childhood education department of a local college);
- a member of the church staff;
- parent representatives.

A board functions best if it is small enough (8-15 persons) that each member has a clear and purposeful role. Since this group will not have all the expertise necessary to carry out its responsibilities, it needs access to other resource people, including a lawyer, social worker, health care professional, personnel specialist, and public relations persons.

The major steps a board takes to establish a program are to:

1. Establish by-laws for its governance; define and select board officers and committees; develop an organizational chart delineating lines of authority and communication;
2. Hire a program director;
3. Draw up a contract that establishes its relationship to the church's governing board and all legal entities (contractors, vendors, government agencies, etc.);
4. Assure adequate insurance and liability coverage;
5. Obtain a license to operate;
6. See that the purpose of the program is carried out in its goals and objectives;
7. Develop financial policies and budgets;
8. Establish personnel policies and confirm job descriptions and qualifications;
9. Act as liaison and child care advocate with the church community;
10. Encourage parent participation;
11. Regularly review program in light of established purpose, goals, and policies.

BOARD ORIENTATION

A board needs an orientation to inspire and inform each member about the responsibilities ahead. During orientation, board members prepare themselves for their job by visiting child day care programs in the community. They also receive instruction in the basics of child development and early childhood education. A board may at this time draft a pamphlet or brochure announcing the program and declaring why the church has chosen to support child day care. At the same time, the NCC policy statement on child care (Appendix A) can be adopted, or a similar policy statement drafted, so that the board's commitment to quality child care is unequivocally stated. Such a written declaration helps church members, parents, and the community at large to recognize the church's intentions.

As board members sense the possibilities of the program and believe in its mission, they become effective child care advocates who undertake their tasks with excitement and thanksgiving. Throughout their term of office, they continue their education, developing skills in such areas as policy development and program evaluation. As they take up their responsibilities, perhaps they may be strengthened by the following thoughts of NCC staff person Peggy L. Shriver:

Caring for people is not tidy. Churches have discovered that almost any attempt to provide simple help is ultimately not simple. In India there is a saying: "If one hunts for ivory, one finds an elephant attached." If one attempts to help an individual, one finds a society attached...

It is not unlikely that care for migrant children will lead to questions of justice about the lives of migrants, or that care for children from distraught families will bring serious questions about child abuse, broken homes, unemployment, or welfare policies. This is not an argument to discourage involvement in child care programs by churches. It is rather an invitation to even deeper adventure into the mysteries of human society and what God means by an incarnational love of neighbor as oneself.[7]

HIRE A PROGRAM DIRECTOR

The first, and maybe the most important task a board has after it establishes its structure and bylaws and is oriented to its responsibilities is to select a program director. Sometimes the person who has led the church to its decision to support a child day care program is the "logical" person to be the program's leader. In any case, however, the board follows a careful and open selection process. For the process itself helps board members and candidates to sharpen their vision of the program.

It is important to note here that the only staff person a board hires directly is the Program Director. The board's relationship to other staff is determined by personnel policies which are board-confirmed. (See "Establish Personnel Policies" below.)

The director works with the church most effectively if s/he is accepted by the congregation. A Sunday morning "commissioning service" (where possible and appropriate) enables parishioners and board members to celebrate their joint venture with the new director.

The director also builds a relationship with the church community by working directly with the church's representatives to establish the program, and by reporting two or

three times a year about the program to the church congregation.

DRAW UP A CONTRACT BETWEEN CHURCH AND CHILD DAY CARE PROGRAM

A director leads a program effectively when s/he clearly understands the terms of the relationship between the church and the child day care program. A contract, even among friends, prevents the relationship from foundering on unspoken expectations and unforeseen legalities.

If the church plans to operate the program, the child day care board spells out areas of responsibility in an agreement with the director, who is accountable through that board to the church. If the program is to be independently run on church premises, the need for a contract is even greater. Particularly important is the need to clarify the legal status of the program's sponsoring person or group. For example, churches have tax exempt status. But if they rent space to organizations that are not non-profit corporations, they may incur a tax liability or endanger their tax status. A lawyer familiar with church polity and tax law should thus draw up or approve the contract.

Whatever the legal relationship between the church and the child day care program, the contract will explicitly define the responsibilities of both. A sample contract is found in Appendix C.

The following details are specified in a contract:[8]

a. Ownership

Who owns the equipment initially in the church?
Who owns the new equipment that is bought?

b. Use

What space is the child day care program going to use?
What space adaptation is permissible?
Will that space be shared with other church programs?
Who is responsible for scheduling the use of church space?
Are animals permitted on the premises? Which types?

c. Equipment

Who is free to use what equipment?
Is the kitchen available to the program at all times?
What outdoor play space may be used?
If there already is play equipment outdoors, may it be used by the program?
Can the church use outdoor equipment that the child day care program installs?
What is the equipment replacement policy?

d. Services

Who provides janitorial services for the child care program?
Who keeps up the rest rooms?
Who opens the building for night meetings?
Who locks the building when the child care program is over?

e. Costs

Does the center have its own telephone?
Who pays the extra costs incurred by the church for maintenance? for insurance? for secretarial services?
How are utility, heating, and cooling bills divided?
Who pays for building repairs and redecoration needed because of hard use?*

f. Responsibility

Who is responsible for maintaining and storing equipment?
Who changes equipment each week for Sunday, if such change is necessary?
Who repairs the building?
Who secures permits required by the governing agencies?
To whom are licenses and permits issued?
With whom do vendors, building contractors, etc. contract? Which responsibilities reside with the church board? the child day care board? the director?

g. Laws

What is the church's insurance liability? The program's?
What are the zoning regulations if the church rents space to an independent group?
What are regulations on public accommodations (maximum numbers, non-discrimination policy, etc.) that have to be posted if the space is rented?
Will a child day care program affect the church's tax status?

A contract is not magic. Even when good will and clear understanding prevail, problems develop because of conflicting priorities of individual staff, parishioners, or parents. A church member may feel angry because her cherished flower bed has been damaged by the children's daily ball games. Or despite the extra time child care staff put into cleaning bathrooms, the walls may not measure up to a parent's standards of cleanliness. Or a child care teacher may lock up her supplies because she has found scissors and crayons missing on two consecutive Mondays.

A contract cannot change values. But problems can be put in perspective if all sides ask what their priorities are saying to the children. Perhaps a box of crayons is not

*See section on "wear and tear" below.

worth the message a locked cabinet gives a child coming to Sunday church school. But a ball field may be relocated to show children the need to respect other people's feelings and property. And even if a clean bathroom wall isn't what makes children feel welcome, if standards of cleanliness are not maintained a child may get sick and not be able to come at all. Each act, each word, carries a message that gives a contract its meaning, and a relationship its vitality.

A Note on Wear and Tear:

In terms of wear and tear on property, one child care program day is about 10 times as "long" as one Sunday church school day. (1 hour × 30 children = 30 programs hours, as contrasted with 10 hours × 30 children = 300 program hours.) When the church and child care people recognize this, they can anticipate the effects of living with a child day care program. If persons in the church community keep in mind the purpose of the program, they can clarify, and perhaps reorder, their priorities.

OBTAIN A LICENSE TO OPERATE

At the same time the contract is being drawn up, the director is working with board members to ready the building to meet zoning, fire, health, safety, and licensing requirements. (information on licensing is listed in Appendix B.) Even a half-day program that does not have to be licensed needs to meet basic requirements of health, fire and safety.

Preparing for a program requires six months to a year. By inviting agents from each regulatory agency to make an on-site visit at the start of the planning period, the board may avoid the frustration of having to postpone opening extra weeks while waiting for approval of, say, the electrical system.

Each agent will bring copies of the department's rules and regulations. S/he will work with the director, custodian, and building chairperson to interpret each of these standards as it applies to the particular church location and will give suggestions of how best to meet the requirements.

A cooperative working relationship with agencies often speeds up the regulatory process: agents may grant temporary approval of a program even when it has not yet met every standard, if they think the board and staff intend to comply.

DEVELOP PROGRAM GOALS AND OBJECTIVES

While certain board members are concerned with the legal requirements and contractual arrangements between the church and the child day care program, others focus their attention on the program itself. Working with the director, they develop goals and objectives for the program which reflect the congregation's commitment to quality child care as well as to congregational mission goals. Since these board members have familiarized themselves with the basics of child development and with comparable programs in the community, they will formulate goals and objectives based on the highest principles of early childhood education.

Goals reflect the vision of a program. They are, in turn, grounded in concrete objectives. A church may decide, for example, to found its child day care program on the belief that learning to live justly in a world of different people begins with children. One of the program's goals, then, might be to provide an opportunity for different kinds of children to play and grow together. From this goal, certain objectives emerge: the program will be racially and ethnically balanced; it will be affordable to families of various incomes; it will include children with disabilities or special needs.

Or a church's mission may be to serve community families under stress. A goal might follow that the program will support children of single teen mothers and parents who are looking for work. Objectives of this program could be to offer parent counseling, workshops in parenting skills, or classes in work and family life.

A third church's purpose might be to offer young children a Christian education. A goal of this church's program would be to nurture the spiritual growth of children. Its objectives could include the development of a curriculum of song, art, and story through which boys and girls know themselves as God's children. Another goal of this program might be for staff to recognize and accept their role as Christian "models" for children. Some strategies to help reach this goal could include selecting staff who are church members, or including Christian education as part of staff training.

Choose an Educational Program

A program's goals and objectives are lived out through its staff, parents, and children. The road map this community follows is the curriculum. A curriculum, or educational program, is simply "what adults and children do as they live together."[9] A curriculum implies that children will receive planned intellectual and social stimulation to help them learn and develop.

The array of curricular philosophies and materials can dizzy even the professional child caregiver. What is vital is that a program is planned, that it is consistent with the values inherent in the program's purpose, and that it is appropriate to the ages and abilities of the children involved.

A church which has decided to support a half-day nursery school for three and four-year-olds in order to begin their Christian education may want a structured or formal curriculum. In such a case the church's Christian Education leaders work with caregivers to choose materials for the children and prescribe many of their daily activities.

An after-school program may, on the other hand, be set up to provide care and nurture for children of working parents. The curriculum of this program may be quite open and informal. The caregiver prepares materials and activities, but the children choose from among them, going at their own pace, following their own interests.

Comparative studies of child day care programs consistently point up the benefits of curricula which blend "prescribed educational activities with opportunities for free choice," that have some structure, but also allow "children to explore a rich environment of objects and peers on their own without teacher direction."[10]

Naturally a program which focuses on infants and toddlers, on children with special needs, or on parent-child development, has a curriculum tailored to the needs of those particular participants. What good programs have in common is a curriculum in which caregivers' efforts are geared toward making children feel good about what they can accomplish.[11]

Curriculum planning is the responsibility of the program director and staff. The child day care board's responsibility is to be sure the goals and objectives meet the program's purpose, and to understand how the curriculum fulfills those goals. Then it can interpret the program to the rest of the church, to parents, and the community.

The knowledge and enthusiasm a board has about a child day care program are critical to the next task it faces: financial planning.

DEVELOP FINANCIAL POLICIES AND BUDGETS

A board committee on finance probably needs not only an accountant but a philosopher and a judge as well! For financing a child day care program raises complex issues of ethics. The children who come to the program are finally those whose families can afford to send them. The question of affordability thus remains central to all discussions of budget and finance.

Establishing Fiscal Policies

The first issue board members consider is, how much is the program going to cost? Parents and staff both want to give each child high quality care. Yet parents want the care to be affordable, while child care staff need to be paid just wages.

The board finance committee grapples with the dynamics of quality-cost trade-offs. They study costs per child of comparable programs in the community. They consider how many children to enroll, and what staff: child ratio to establish. Then they try and determine what tuition and fees are affordable to the families in their church community, and what other financial resources the program has. They also look at the job qualifications for staff and plan wage scales. Somehow they find a balance among cost of care, quality of care, and wages paid to caregivers. Their decisions (as well as the space) determine the total number of children the program serves.

Funding Sources

The board first considers how to finance the child day care program. What portion of the monies can be raised from church sources? What portion from fees and tuition? From private or public agencies? Which budget items are "one time only" costs? Which are in-kind contributions such as rent, or utilities? Each decision involves ethical issues.

Church Sources

A church that has decided to minister to young children often looks to its own congregation for some resources. The church may itself budget money for the program. It may subsidize the program by providing free space, utilities, custodial care, or administrative services.

A finance committee may solicit donations from members of the church and ask them in turn to seek funds from colleagues at work, friends at clubs, contacts in unions or professional organizations. Parishioners may undertake fundraising activities together with the parents of the child day care program.

Public Sources

The committee may also apply for public monies through such government programs as the Child Care Food Program of the U.S. Department of Agriculture. Again, choosing government subsidies defines which children will be served. A program that accepts public funds is usually required to serve a percentage of children of the "working poor." (See discussion of legal questions in Chapter 2.)

Ethics of Tuition and Fees

A major ethical issue involves fees, tuition, and scholarships. Child day care programs are usually supported, in part, by fees from individual families. A flat fee-per-child system is convenient for budget planning and bookkeeping, but it places a heavy financial burden on a poor family or a family with more than one child in the program. Equal fees thus are not equal in terms of human need.

Scholarships

Offering scholarships to lower-income families and reduced fees for second or third children in a family are ways financial burdens may be lightened. Yet questions of "who is needy?" persist. Does a program accept a child whose family can afford to pay full tuition because it needs the income? Does it turn away a child at risk of being neglected because the family needs a full scholarship? Furthermore, if staff or parents differentiate between "scholarship children" and "regular children" the scholarship becomes a tool for demeaning certain children.

Finally, since wages are generally low for child care staff, does a board offer reduced tuition to staff children? If so, they then have to deal with concerns of other staff without children in the program who may request comparable benefits such as additional leave time.

Influencing a board decision on tuition and fees are tax laws. Middle and upper income families may earn significant tax credits if they claim child care expense. Since this legislation does not help families with very low incomes, a child day care program may offset tax advantages of higher income families by instituting a sliding fee scale that benefits lower income families.

Sliding Fee Scales

A sliding fee scale offers an approach to program financing in which small families with high incomes subsidize, in effect, larger or poorer families. While this plan is more equitable for low-income parents, it must also be affordable to families who pay larger fees. Otherwise, the more affluent families will not remain, and the program will lose both its economic diversity and its financial base.

The Ethics of Wages and Benefits

The last challenge for a board finance committee is to establish equitable wage policies. Child caregivers historically have accepted substandard wages. The reasons for this are complex: people who care for young children have been thought of as "only babysitters," and caregivers themselves have accepted this designation. There is also the reality that were caregivers paid adequate wages, the cost of child care would not be affordable to most. Providers thus subsidize, willingly or not, the cost of care for young children.

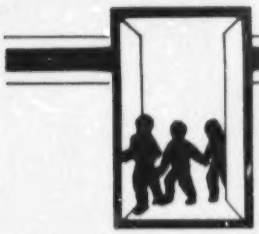
A church fiscal policy cannot change the inequities of the day care system. But it can offer leadership by advocating for increased wages and benefits on behalf of child caregivers. The church board itself can set an example by paying more equitable wages and fringe benefits such as health insurance, vacation and sick leave, and in service training. It can also establish a system of incremental pay increases so that caregivers are encouraged to seek additional professional training.

75% of a child day care program's budget is often spent on personnel. If a board decides to pay its staff wages commensurate with their training and experience, it is then responsible for raising enough money to allow the program to remain affordable to all who come.

The initial commitment a church makes to child day care, the clear purpose it sets for its program, helps the board keep its vision in sight when it could easily become mired in the complexities of child care finances

Budget Development

Having considered all the financial issues of a child day care program, committee members are ready to develop a budget. All operating costs are included so that actual per-child costs can be determined. Contributions of service, equipment, rent, etc. are included in a budget



so that church and community support is visible and tangible.

The fiscal year may be set up to coincide with many churches' fiscal year (January 1—December 31), with the federal (October 1—September 30) or state year (July 1—June 30), or the program year (September 1—August 31). Whatever planning time is chosen, the board accounts to its funding sources according to their own calendar years. (Examples of start-up and operating budgets are described in Appendix D.)

A church congregation's commitment to child day care is tested during the budgetary process. For the budget reflects, in financial terms, the ethical decisions it has made.

ESTABLISH PERSONNEL POLICIES

Policies for hiring and maintaining staff will, like fiscal policies, grow out of the program's purpose. "Staffing" may seem to imply a large program with many staff. But basic personnel policies apply to a program with one Director/teacher as well as to one with a staff of twenty.

In no other profession are the attitudes and feelings of staff more central to the success of a program than in child day care. In their recent study of child care programs across the country, Ellen Galinsky and William H. Hooks discovered that good programs had common staff characteristics: They all had visionary leaders who developed strong caregiver teams. They all choose staff not so much on the basis of their "objective" qualifications—their training and experience—as on what kind of human beings they were. Personnel committees in all the strong programs spent long hours interviewing candidates and observing them with children. They wanted to know primarily how the applicants felt about children. Also, they wanted to be sure the staff they hired were open to learning and could handle stress effectively. And they watched prospective employees' responses to adults, especially to parents.[12]

All adults in the programs were expected to have a personal relationship with the children. Teachers, aides, maintenance staff, administrative people, and volunteers spent a part of their time caring for the children, and they felt comfortable with a new title, "caregiver."[13]

In a church-housed program, the children's "caregivers" will include the pastor, church staff, and parishioners who pass through the building during weekdays. Orientation of church members to their caregiver role can take place during a morning worship service or at an "open house" which introduces them to the child day care program. The more a congregation knows the program and its participants, the more it appreciates its own supportive role in making the program a success.

The importance of staff's subjective qualifications, however, does not mean that they need no training. In fact, the "professionalization" of the child day care field will progress as caregivers are required to be trained in child development and early childhood education. (See Chapter 5, "Training Resources.")

Church-supported child day care programs provide leadership to upgrade caregiver qualifications by hiring staff who have basic early childhood training and, more important, by providing on-going inservice training for all staff members.

Guidelines for hiring staff, developing job descriptions, and supervising employees are found in numerous child care management publications (See Chapter 5, "Personnel Resources"). The child day care board's personnel committee locates a resource person—either in the congregation or through other child care programs in the community—to help them draw up clear and complete descriptions of staff jobs and terms of employment. The committee takes special care to insure that positions are open to persons of any race or sex. If the board expects staff to have a religious faith or to belong to a particular church, these expectations are explicitly stated.

A resource person also helps the committee and the director develop a staff handbook which describes the purpose, goals, and objectives of the program, and includes personnel policies, job descriptions and an overview of the organization. The history and beliefs of the church are also included in the handbook, and key church leaders are identified both by name and by function.

Whatever program a board initiates, it takes the steps described above.* Similarly, one key element sustains any program: It is supported by an informed constituency. A child day care program's "constituency" consists of parents, the church, and the larger community. A board urges each group to participate in the life of the child day care program. It recognizes that if it forms a partnership with staff, parents, and community child care advocates, it helps the program to survive—and to thrive.

* If the church or child day care board has carefully moved through these suggested steps, considering the questions and issues raised, there may be many who wonder what a "real life" program looks like! A visit to another program similar to the one the church is planning is in order. Directors of most programs are willing and eager to share their successes and failures with others interested in serving young children and their families. To locate such a program, call the local/state licensing office, the child development department of a local college, or the Child Advocacy Office of the National Council of Churches in New York (212-870-3342).

Quick Checklist for Opening a Child Day Care Program

Major preparatory tasks are common to most child day care programs. The board may use the completion of certain tasks as a time to make a report to the church community.

1. Determine need for child care in community and decide what kind of program to operate.
2. Consult licensing and other appropriate regulatory offices to find out about standards for building and outdoor space and about fire, health, and safety codes.
3. Obtain zoning permit, if necessary.
4. Develop agreement between church and program (draw up contract).
5. Prepare layout of rooms and yard with basic equipment.
6. Plan necessary renovations to indoor and outdoor space to meet codes and requirements.
7. Determine costs for space and equipment needs.
8. Develop and collect data for start-up and operating budgets.
9. Develop goals and objectives of program; set hours and calendar.
10. Develop policies on admissions, tuition and fees.
11. Finalize start-up and operating budgets.
12. Apply for necessary permits and license.
13. Obtain non-tuition funding (foundations, grants, government subsidies, contributions, bank loans, fundraising).
14. Prepare building for occupancy.
15. Order necessary equipment and supplies.
16. Hire program director.
17. Open accounts for utilities and telephone.
18. Obtain necessary insurance coverage.
19. Set up books for financial recordkeeping; establish procedures for handling money.
20. Prepare policies for personnel, program, curriculum development; health, safety, nutrition, parent involvement.
21. Develop food program and schedules; order first month's supply of food.
22. Prepare operations manual; parent handbook.
23. Develop registration and enrollment procedures and forms (master card, health form, parent agreement, attendance record).
24. Set opening date; advertise, recruit, and pre-enroll children.
25. Hire and orient staff; design staff handbook.
26. Design curriculum, daily schedules for staff and children.
27. Obtain permits and license to operate.
28. Arrange classrooms and develop yard space.
29. Prepare and post emergency and fire procedures.
30. Develop and post program discipline policy.
31. Outline weekly planning procedures (and forms if necessary).
32. Develop evaluation forms (children, staff, program).
33. Plan pre-opening open house. Invite church members, parents, children, benefactors.

MEET WITH CHURCH BOARD REGULARLY THROUGHOUT PROGRAM PREPARATION!

Sharing The Good News About Child Day Care

TELL THE CHURCH COMMUNITY ABOUT THE CHILD CARE PROGRAM

A church that has pledged its support to a child day care program wants to know how the program is going! No amount of news is too much. Congregations are usually cautious: they don't like change; they worry about money. But if they are challenged, they discover surprising sources of support in their midst.

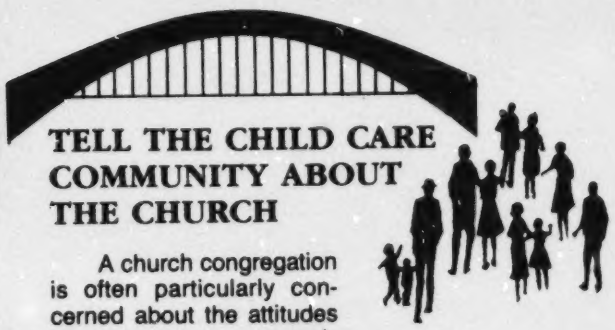
A child day care board reassures the congregation by offering it frequent opportunities to learn about the program. Committee members report regularly on the program during or after Sunday worship. A regular spot in the Sunday bulletin insures that information gets in to the hands of every parishioner.

Special workshops on child care, child development, and changing needs of families attract some church members. Open house at the child day care program attracts others. Children from the program are invited to attend a special children's Sabbath program. Throughout the year, there are occasions such as Christmas, Easter, or the beginning or ending of a program year when the church and the child care community meet for mutual affirmation and appreciation.

The board encourages parishioners to be directly involved in the program. Volunteers are trained and welcomed; donated supplies are used; fundraising events are developed around special needs such as scholarship aid or a new outdoor climber.

Finally the board accounts to the church for the program. Evaluations of the program's quality, levels of parent participation, and costs, are made to the church's governing body. At an annual child day care board meeting, board and staff celebrate the tangible results of their efforts with the church community. Problems are aired, and concerns are addressed. The vision of the church's child care ministry is renewed.

The child day care board builds bridges of understanding to carry the good news about child care to the congregation. It also brings the Christian message of love for one's neighbor back to the child care community.

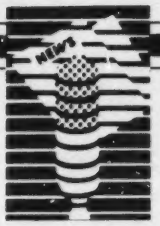


TELL THE CHILD CARE COMMUNITY ABOUT THE CHURCH

A church congregation is often particularly concerned about the attitudes of a child care program's staff and participants toward the sponsoring church itself. Whether staff are members of the church, people of other faiths, or Christians at all, they need to be sensitive and responsive to the church's traditions and programs.

The story of the new day care director who puts a painting of "The Last Supper" in the closet to make room for children's art work unfortunately has been repeated in too many church programs. The painting may have been given to the church in memory of a member of the congregation. At the very least it was intentionally hung on the wall because someone, perhaps a Sunday church school teacher, wanted it there.

Each parishioner has a sense of ownership about the church's building, members, and programs. Parents, staff and children of a church-housed child day care program need to be told about the church's history, its commitments, its victories and struggles.



The church has many opportunities to reveal itself to those who come for child care: a wedding party leaving the sanctuary can be the highlight of the children's day. A three-year old's talk with a parent who has come for groceries at the church's food bank may become the lunchtime topic of conversation. Or a group of four-year-olds playing in the yard may pause to listen to organ music pouring out of the open windows of the sanctuary.

If they are given opportunities to share in it, the staff, parents, and children of a child day care program will find the life of the church meaningful. The bridge of understanding is traveled both ways.

ENCOURAGE PARENT PARTICIPATION

No group of people is more important to the success of a child day care program than parents. If church members and program staff believe this, then parents enter a program gladly. They look forward to a relationship founded on mutual respect and trust.

The church's child day care board invites parents to be part of the program in several ways. It helps parents begin their child day care experience by giving them written guidelines for choosing a program. It offers parents tools and strategies so they can raise their children in ways consistent with their children's needs and their own values. It pledges to honor parents as primary caregivers in their children's lives. It invites the parents to share their heritage with other families in the program. Finally, the board calls on parents to join it in a partnership to work for high quality care for all children.

Initially, many parents feel guilty or anxious about leaving their children. Others are ambivalent about "turning over" their children to substitutes; they fear they may be displaced by the teacher. Even a playgroup where parents come together with their children may evoke uneasy feelings in a parent who believes s/he should be able or willing to provide 100% of a child's nurture and care.

A child day care program is accountable to parents to provide good care for their children. But parents need guidelines to know what "good" means. A board's first responsibility to parents is to give them tools for evaluating the quality of their children's care. When parents inquire about the church's program, they receive information about its philosophy, curriculum, staff, hours, and cost, and the church's purpose in providing care. They also receive guidelines for choosing quality care for their children. The purpose of this information is to help families choose a program that best meets their needs and one whose goals they support. A three-year-old child who has spent an extended period of time away from her mother and is withdrawn and unexpressive with her may need a program with a team of professionals to work with both parent and child. If the church's program is a regular full-day program without therapeutic services, it may not be the right one for that family, even if it is excellent.

Guidelines for choosing child day care can be simple or very detailed. They help parents answer three basic questions: Would I want to work here? Do I want my child to come here? Will I feel comfortable as a parent in this program? Checklists for choosing quality child care are included in several resource books (See Chapter 5, "Choosing Child Care").

Parents as Learners

A sensitive child day care board and staff celebrate the parent as learner. They share their own learning processes, the journeys they have taken as child caregivers. In an opening meeting, a pastor tells of her struggle to keep up with her own impatient two-year-old. A cook remembers his anxiety about the four-year-old who ate nothing but peanut butter and cheese for six months.

The attitudes which parents feel in their first contacts with staff and church members often make the difference between active participants and passive strangers who drop their children off at the front gate.

Some programs offer classes in communication skills or discipline strategies. Others have meetings at which specific topics are discussed (non-sexist child rearing, single parenting, selecting children's books, sibling rivalry, etc.). A Mother's Morning Out program may use a newsletter to communicate with parents. Bulletin boards are often where parents find social service information. One board member may volunteer to visit sick children at home. Another may arrange for the children to have eye and ear screening.

What parents learn comes mainly from observing and feeling how staff and church people interact with them and their children. Once again, if the purpose of a program is lived out in daily ministry, parents feel secure and trust the church that cares for their children.

Parents as Teachers

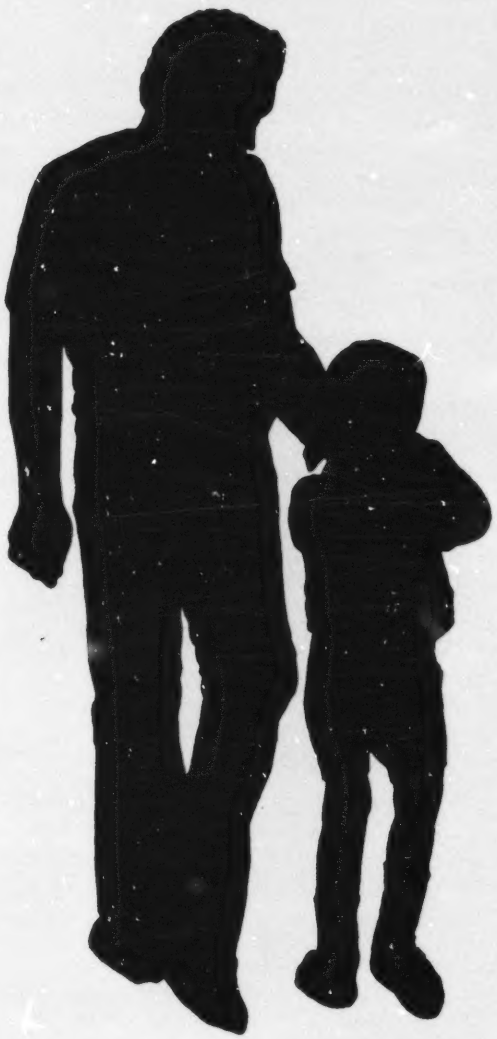
Parents who feel welcome in a program will share their talents, their experience, and their wisdom with both caregivers and children. At an initial parent meeting, board members join staff to assure parents that each family's values and traditions will be respected in the program. Differences of faith, diet, music, and dress enhance a program. Since children naturally accept what **is** without prejudice, experiences with diverse cultures can broaden their vision of the world.

Parents also are encouraged to share their resources, perhaps by inviting a group of children to their workplaces; or by preparing a snack, song, or story that reflects the parent's ethnic heritage. Children are enriched by contacts with many "mommies" and "daddies." A child who lives with one parent benefits especially from building relationships with other adults.

Parents as Partners

High quality child care is the product of committed adults working cooperatively. A church-based child day care program that is supported in its mission by parents, staff, and parishioners has the strength to address the larger issues of child care policy.

A child day care board and staff call parents to a partnership. Together they work to establish and strengthen a quality child day care system. They raise issues of accessibility and affordability with state legislators, city officials, business and labor leaders, educators, and other parents. The plentiful resources of a church-housed child care community are thus used to expand and enrich child day care in the larger community.



SHARING THE GOOD NEWS WITH THE LARGER COMMUNITY

Children have no political voice. If quality care is to be available to them, adults must speak on their behalf. They must spread the word that one in five children in this country lives in poverty. They must tell about the critical shortage of resources available to children in poverty. They must explain that if these children are to achieve the opportunities afforded by quality child care programs, they need the financial support of others—either through public funding or through private contributions. Research has shown that these programs pay for themselves several times over by improving children's chances for school and life success and reducing their chances of involvement in juvenile delinquency.

But there is also a myth in this country that only families who are poor, ill, disabled, or victimized by racism need support. The task of the church is to dispel that myth. Every family both needs and receives support. None—not even the most privileged—is self-sufficient. Laws assure the quality of food our children eat, schools they attend, homes they live in, streets they walk and play on. These laws must be extended to assure the quality of care we give our most vulnerable citizens—our very young children.

Churches which support child day care programs must spread the good news about them among their parishioners and, through them, to the community at large. Every church has networks through which it communicates to its members: weekly Sunday bulletins, pastoral newsletters, congregational meetings. In each church, too, women's groups, Sunday church school classes, and senior citizens organizations are potential advocates for child day care.

The larger Church also has organizations—city-wide, regional, conferer ce—and state-wide. Local ecumenical councils and ministerial associations must be challenged to gather information about child day care, "review needs not being met, find opportunities being missed, share new ideas for using community resources, and assist center to work with other community agencies."[14]

In its work with and on behalf of young children, a church community discovers the truth of the saying, "If one hunts for ivory, one finds an elephant attached." As church congregations recognize the needs of children and families in their community, they are impelled to act on their behalf.

HELPING EACH OTHER

Until recently church-housed child care providers were necessarily isolated from each other. Today through the Ecumenical Child Care Network some 18,000 programs are linked through the Child Advocacy Office of the National Council of Churches.

Without cost, members receive a quarterly Ecumenical Child Care Newsletter to which they contribute articles, questions, and comments. On a state and regional basis conferences are held to which Ecumenical Child Care Network members are invited. Each conference is shaped by the needs in the location in which the meeting is held. Some groups simply gain affirmation and support by sharing frustration and joys. Other find they wish to meet regularly as professional colleagues to discuss specific problems and concerns in a kind of training format.

Beginning in 1984 a one day conference for church-housed child care providers will be sponsored by the Ecumenical Child Care Network in conjunction with the National Association for the Education of Young Children's national conference.

Increasingly interest has been shown by the Ecumenical Child Care Network in enabling pastors and congregation members to be better informed about child care programs and their relationship to congregational life. Planning is now taking place to sponsor a series of conferences that would bring together pastors and directors of child care programs in order to foster better mutual understanding.

At the time of this writing the Ecumenical Child Care Network is in its own infancy, being less than two years old. While this is the largest network of child care providers in the nation it is not a single minded group. Those enrolled in the Network offer a variety of programs which include infant care, toddler care, Head Start, nursery schools, care for disabled children, before/after school programs, parent co-ops and an endless array of emerging programs. As all of us become better acquainted, future plans for the Ecumenical Child Care Network seem limitless.

Among the plans presently being considered by the Ecumenical Child Care Network are the potential for developing group rates for liability and health insurances as well as pension benefits for providers; adoption of an accreditation program for church-housed child care programs; production of a filmstrip for use by congregations interpreting early childhood programs; development of curricular and technical assistance materials for providers and congregations and a variety of training and advocacy plans.

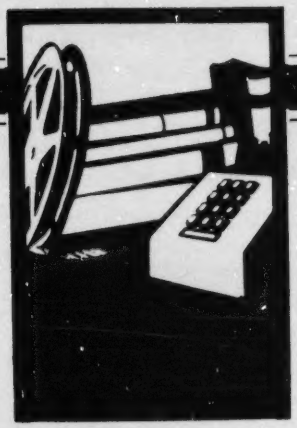
No church-housed child care provider need be isolated from colleagues who understand the issues peculiar to those who provide child care in churches. To enroll in the Ecumenical Child Care Network and to begin receiving the Newsletter the following information should be sent to the Child Advocacy Office, National Council of Churches, 475 Riverside Drive, Room 572, New York, NY, 10115-0050: Director's name, Church address, and denomination (if any) with which the church is affiliated.

The Child Advocacy Office also offers consulting services to local parishes and has a resource library which may be useful for congregations or providers. Additionally, the Child Advocacy Office actively monitors public policy related to child care and is willing and eager to be of service. Staff to the Child Advocacy Office are:

Rev. Eileen W. Lindner	June R. Rogers
Director	Associate Director

They may be contacted at (212) 870-3342 or by writing to the Child Advocacy Office, National Council of Churches, 475 Riverside Drive, Room 572, New York, NY, 10115-0050.

Child Care providers have long helped children to have better futures. Today we need to learn too, how to help each other in creating and maintaining quality early childhood programs in the midst of congregations well informed about our work.



"For The Promise Is Unto You And To Your Children"

Resources for Church-Housed Child Day Care Programs

The proliferation of books and articles about child day care confirms the exciting news that child care is becoming a high priority in our nation. Researchers, caregivers, parents, and advocates are expending tremendous energy and talent to comprehend and enrich the care given to young children today. Information is spreading from grassroots groups to policymakers through a maze of networks. Ideas on every aspect of children's care and development are being shared through dozens of newsletters, meetings, magazines, and conferences. It is a wonderful movement in which to participate!

Resources offered in this chapter suggest the vitality of the child day care field. The selections are far from comprehensive; they consist of books and articles available in most bookstores; and organizations or agencies with open membership or local affiliates.

We urge you to add your imagination and experience to these resources so they can truly be of value to you.

HISTORY/BACKGROUND

Child care has frequently been a side issue to other national agenda in the United States. It has also been perceived as "help to the needy." As child day care emerges from these sidelines and becomes a central concern in our society, it is important to know where it has been, so as to better understand current policies and programs.

The following books look at the history of child day care in the United States and provide insights into the policy issues which churches and child care providers face.

Eileen W. Lindner, Mary C. Mattis, June R. Rogers, *When Churches Mind the Children: A Study of Day Care in Local Parishes*, The High/Scope Press, Ypsilanti, Michigan 48197, 1983.

This study, sponsored by the National Council of Churches, offers extensive factual background on church-housed child day care. It is an invaluable compendium of information for church leaders and child day care providers. The authors offer provocative insights about the role local parishes are playing in meeting the nation's child care needs.

Edward F. Zigler and Edmund W. Gordon, *Day Care: Scientific and Social Policy Issues*, Auburn House Publishing Company, Boston, MA 02116, 1982.

A compendium of essays summarizing research about the effects of child day care and analyzing policies about child care delivery, including infant care, information and referral, and school-age care. Analyses of cost/quality trade-offs is especially useful. A very important "background" book.

M. O. Steinfels, *Who's Minding the Children? The History and Politics of Day Care in America*, Simon & Schuster, New York, NY, 1973.

Discusses three attitudes toward day care: the "Patchwork" or social welfare view of day care as service to the needy; the "realization" of day care as that which we all have to deal with; and day care as "utopia," when families and communities join in mutual concern for children.

K. Keniston and the Carnegie Council on Children, *All Our Children: The American Family Under Pressure*, Harcourt, Brace, Jovanovich, New York, 1977.

Analyzes the myth of family independence in light of conditions in the United States. Has strong data on current conditions and stresses of families today. Offers recommendations that are decent and far-reaching, but not revolutionary.

Gilbert Y. Steiner, *The Children's Cause*, The Brookings Institution, Washington, D.C. 1976.

A history of public policy about child care, including the development of federal policies. The study advocates public policies especially for poor and handicapped children.

Pamela Roby, ed., *Child Care—Who Cares?* Basic Books Inc., New York, 1973.

A collection of essays on the needs and rights of children for quality child care. Includes a history of child care in the United States and a survey of child care in eight other countries.

M.D. Keyserling, *Windows on Day Care: A Report on the Findings of Members of the National Council of Jewish Women on Day Care Needs*

and Services in Their Communities. Educational Resources Information Center (ERIC), P.O. Box 190, Arlington, VA 22210, 1972 (#ED063027). Dated but interesting survey of child care centers and family day care providers across the country. The incidents reported at poorly-run programs negatively influenced public opinion about day care for some time.

GENERAL STATE OF THE ART/NEEDS ASSESSMENT

In order to properly assess the need for child care in a community, church and child day care leaders must know "what's out there." They need to understand who is using child day care programs, what kind of programs are currently operating, and how they are doing. They need also to know which families' needs are not being adequately met and what services are lacking. Most important they need to know what "good" programs look like so they can plan for excellence in their own.

Richard Ruopp, Jeffrey Travers, Frederic Glantz, Graig Coelen, *Children at the Center: Summary Findings and Their Implications*, Vol. 1, Final Report of the National Day Care Study, Abt Associates, Cambridge, MA, March 1979.
Exhaustive 4-year "state of the art" study of day care in the United States commissioned in 1974 by the Agency for Children, Youth, and Families of the U.S. Department of Health, Education, and Welfare. Provides a central research base for any policymakers shaping programs for child day care support and regulation in the 1980's.

S. Fosburg, et al., *National Day Care Home Study*, Abt Associates, Cambridge, MA, 1980.
A second "Abt Associates" study of child care—this time in family homes. Wealth of data on family day care providers, wages, expenses, programs.

Ellen Galinsky and William Hooks, *The New Extended Family: Day Care That Works*, Houghton-Mifflin, Boston, MA 1977.
Describes 14 exemplary programs that illustrate the range of possible forms of quality child day care. Each program's story is told in fascinating style. Very readable and interesting. Concludes with analysis of what "good" child care is.

Alison Clarke-Stewart, *Day Care* (Developing Child Series), Harvard University Press, Cambridge, MA, 1982.
Presents readable information based on extensive research and review of recent studies. Good data on the need for child care. Useful guidelines for evaluating child care programs. Annotated notes.

Sheila Kamerman, *Child Care*, Columbia University Press, New York, May 1981.
Analyzes the benefits of child care to families and society, and draws conclusions for policy makers. Special appendix on current research on infant day care.

Children's Defense Fund, 122 "C" Street, N.W. Washington D.C. 20001.
CDF publications analyze data from the 1980 Census as well as statistics from many government and private agencies. CDF provides excellent policy and advocacy materials.

The Child Care Handbook: Needs, Programs, and Possibilities (1982).
Discusses "who needs day care" and "what child care advocates can do." Profiles 12 programs representing a variety of sponsors and funding sources and organizations. Good resource section.

Handbook for Day Care Professionals, Day Care Information Service, 8701 Georgia Ave., Suite 800, Silver Spring, MD 20910, 1983. A valuable "state of the art" collection of articles from the Day Care Information Services Newsletter. Ideas about family day care, computerization of information and referral, fundraising, administration, licensing and regulatory issues, training, etc. Available free with subscription to Newsletter (very expensive but invaluable bi-weekly).

Needs Assessment

Community Needs and Resources Assessment Guidebook, Volunteer, The National Center for Voluntary Action, P.O. Box 1807, Boulder, CO 80306, 1976 ($2.50).
Describes the steps involved in conducting a survey of local needs and resources, discusses the kinds of needs assessments appropriate for different types of communities. Not technical.

Marjorie Luech, Ann C. Orr, and Martin O'Connell, *Trends in Child Care Arrangements of Working Mothers*, U.S. Department of Commerce, Bureau of the Census, Current Population Reports, Special Studies P-23, No. 117, June 1982.

Children's Defense Fund, 122 C Street, N.W. Washington, D.C. 20001.
Employed Parents and Their Children: A Data Book (1982).
A 78-page resource of information about working parents and how they manage work and family life.

America's Children and their Families: Key Facts (1982).
81-page summary of facts from 1980 Census; includes statistical analyses of families, income and poverty, employment, child care, health, education, and social services.

A Children's Defense Budget: An Analysis of the President's Budget and Children (published yearly).
Comparative statistics on military vs. social service monies, what they are for, what they could be for. Excellent policy tool.

CHOOSING CHILD CARE

Church leaders and child caregivers choose a program to support and operate based on community needs, church and agency capabilities, and the belief in child day care as valid ministry or service.

Parents, too, choose a program based on their needs, resources, and values.

A church-housed program has an obligation to help parents through the selection process. It provides parents with written resources but also encourages them to visit other community child care programs so they can make informed choices.

Many state child care licensing offices, and most child care information and referral services, have free pamphlets to help parents in their child care choices. Additional, more extensive resources include:

A Parents Guide to Day Care, Gryphon House, MD, 1981.
(new edition of U.S. DHEW Day Care Division publication)
Describes what kinds of care there are. Makes recommendations about what to consider: caregiver, setting, cost. Lots of "how to's" about choosing good child day care. Resources.

Alison Clarke-Stewart, *Day Care*. See above, "General State of the Art", especially chapter 9, "Quality."

Ellen Galinsky and William Hooks, *The New Extended Family.* See above, "General State of the Art," especially Chapter 2, "Choosing a Child Care Program."

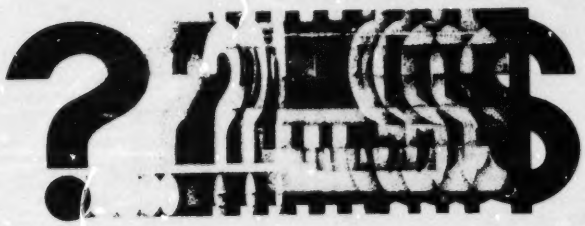
Grace Mitchell, *The Day Care Book: A Guide for Working Parents to Help Them Find the Best Possible Day Care For Their Children,* Fawcett Columbine, New York, 1979.
The title says it! Extensive check-list for choosing child care. Anecdotal and readable.

Richard Endsley and Marilyn Bradbard, *Quality Day Care, A Handbook of Choices for Parents and Caregivers,* Prentice Hall, Englewood Cliffs, NJ, 1981.
Describes different programs and what signs of quality to look for in each. Useful for parents who are choosing among available day care facilities.

Child Care Information Exchange, C-44, Redmond, Washington 98052.
CCIE is mentioned numerous times in this chapter, for its articles are among the most helpful and readable on the market. Some are combined in reprints on particular subjects. Others may be available only in back issues of the monthly magazine. "How Parents Search for Child Care: Implications for Providers" (9/81, and also 5/82); "Center Selection Guide—A Parent Handbook" (2/79).

Guidelines for Day Care Service, Child Welfare League of America, Inc., 67 Irving Place, New York, NY 10003, 1972 ($3.25).
This 32-page pamphlet offers an orientation for all who want to know the general principles of quality care. Also offers brief overview of an organization, and the services, programs, and facilities it should provide.

"About Child Care—Make the Right Choice for Me," Early Childhood Community Consultation Service, Center for Human Services, 3031 Euclid Ave., Cleveland, OH 44115.
A model, 16-page pamphlet which describes, in cartoon form, what is right and wrong in child day care programs.



FUNDRAISING

Useful fundraising ideas often come from resources in the church and child care community itself. If parishioners and parents are challenged to dream, to search their community, to use their imaginations, their collective efforts can bear fruit. A child day care board can take the lead in approaching other churches and local service agencies such as the United Way for financial support.

Joan Flanagan, *The Grassroots Fundraising Book: How to Raise Money in Your Community,* The Youth Project, 1555 Connecticut Avenue, N.W., Washington, D.C. 20036, 1977 ($8.95).
Covers everything from raffles to potluck suppers to corporate giving and direct mail. Includes detailed analyses on choosing the "right" (i.e. most profitable) events, what steps to take, and how to divide up the work. An excellent resource for small local groups.

The Grantsmanship Center, 1031 S. Grand Avenue, Los Angeles, CA 90015 has numerous booklets and a regular NEWS periodical covering how to find out about grants, funding strategies, how to write proposals, and how to organize special event fundraisers.

Child Care Information Exchange, C-44, Redmond, WA 98052.
"Raising Funds" and "Director's Fundraising Hints" (3/81) "Have you Looked Under Every Rock—Multi-Source Funding for Child Care," and "Sources of Funds for Child Care Programs" (11/81).

"Funding and Fundraisers," in *Handbook for Day Care Professionals* (see above, "general state-of-the-art").

Matia Finn, "Fundraising for Early Childhood Programs: Getting Started and Getting Results," pamphlet #120, National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, D.C. 20009, 1982 ($3.85). 88 pages of ideas for raising money and finding support for programs.

PLANNING AND MANAGEMENT

Newcomers (or even oldtimers) to child day care can be awed by details of planning and management. Fortunately, several people have developed successful operational plans, schedules, forms, and procedures, and have shared them in print!

The Federal government's Project Headstart's pamphlets, while mostly out of print, may be found in community libraries or other child care programs. They are excellent and easy to use. The monthly *Child Care Information Exchange* is a practical administrator's magazine. Save the Children/The Child Care Support Center has published numerous inexpensive management guidebooks as has the National Association for the Education of Young Children. A program director can use any one of the following resources for inservice management training.

General

Project Headstart, Office of Human Development Services, DHHS, Washington, D.C. (To order, write Superintendent of Documents, Department 76, Washington, D.C. 20402).
"Statement of Principles" (OHDS 31055); "Daily Program for a Day Care" (OHDA 31016 and 31023) Other pamphlets, now out of print, cover topics such as staff, training, nutrition, health services, volunteers, equipment and supplies, parent materials.

Clare Cherry, Barbara Harkness, and Kay Kuzma, *Nursery School and Day Care Management Guide,* Fearon-Pitman, Belmont, CA, 1978 ($20.00)
Sectioned, easily readable binder full of advice and samples for administration of finances, space, equipment, enrollment, parents, program, food management—the works!

Dorothy W. Hewes, ed., *Administration: Making Programs Work for Children and Families,* #315, National Association for the Education of Young Children, 1834 Connecticut Ave, N.W., Washington, D.C. 20009, 1979 ($6.00). Articles by successful administrators on program goals, management principles, staff selection, program evaluation techniques, and family involvement.

Polly Spedding, *Child Care Notes*, Media Services Printing, B-10 MVR, Cornell University, Ithaca, NY 14853, 1984.
A thorough guide to infant/toddler care, employer-supported child care, after-school care, and most preschool programs. Geared to New York State, but very useful to anyone wanting to design programs for children.

Vicki Brietbart, *The Day Care Book: The Why, What, and How of Community Day Care*, Alfred A. Knopf, New York, NY 1979.
Collection of articles for wide audience, including section on "How to Start Your Own Child Care Center," which explores issues such as politics in the preschool, sex roles, etc.

Summit Child Care Center, Inc., Operations Manual. Summit, N.J.
A model program which provides samples of every facet of child care management, by-laws, types of program, operations for parents, children, personnel, community. Every form included.

Save the Children, Child Care Support Center, 1182 West Peachtree St. N.W. Atlanta, GA 30309
"Day Care Personnel Management" (1979)
(See below under "personnel").
"The Effective Day Care Director" (1981)
Comprehensive realistic description of role and responsibilities of a child day care director.
"Recruiting and Enrolling Children" (1978)
(See below under "Recruitment").

Financial Management

Gwen C. Morgan, *Managing the Day Care Dollars*, Gryphon House, Mt. Rainer, MD 20712, 1982 ($7.95).
Clear and down-to-earth handbook on financial management of child day care programs. Describes basic tools, and includes worksheets, checklists, and references.

Child Care Information Exchange, Reprints #3 and #13, C-44, Redmond, WA 98052.
"Money Management I" and "Money Management II." Series of articles covering principles of budgeting, and fiscal analysis, fee collection tax planning, resources.

Legal

Lawrence Kolin, Robert K. Crabtree, William F. Ardman, *Legal Handbook for Day Care Centers*, Crabtree and Strong, 61 Chatham Street, Boston, MA 02109 ($20.00) (limited copies also available free from Al Smith, ACYF, P.O. Box 1182, Washington, D.C. 20013).
Revised and expanded version of Wheelock College study commissioned by the Agency for Children, Youth, and Families. Covers key legal issues for day care centers and family day care providers. Discusses liability, personnel law, legal responses to suspected child abuse, custody issues, handicapped children.

Child Care Law Center, 625 Market Street, Suite 816, San Francisco, CA 94105, publishes assorted pamphlets on liability, property and employee insurance, personnel wages and benefits, and other legal issues. The center has just published the following: Judith Morrow, " A Preliminary Survery of Legistation and Litigation Re: Religious Exemptions from Day Care Licensing," March, 1984.

Personnel

Day Care Personnel Management, Save the Children, Child Care Support Center, 1182 W. Peachtree St., N.W., Atlanta GA, 30309, 1979. ($8.95).
Includes a thorough review of personnel issues. Also explains law on wages and working conditions, civil rights, fringe benefits, employee health and safety. Comprehensive coverage of operating policies, job descriptions, employee evaluations, recruitment and selection of staff, salary and benefits plans, staff supervision and employee motivation.

Child Care Information Exchange, Reprint #102: "Staff Development." Includes articles on communication skills, staff training, and suggestions for developing harmonious staff relations. Also articles on "Staff Selection" (6/78, 7/82), "Staff Relationships" (6/80, 7/82, 9/82), and "Staff Supervision" (6/80, 3/82).

Recruitment of Children

Save the Children, Child Care Support Center, (see above), "Recruiting and Enrolling Children" (1978).

Child Care Information Exchange, (see above), "Marketing Strategies," (9/78, 5/81).

BOARD RESOURCES

The child day care board facilitates communication between child care staff and a church congregation, between parents and the larger community, between church councils and children. The board, in other words, holds the purpose of a child care program up to the congregation and community, challenging members and local citizens to support its mission.

A board functions well when it has a clear vision, concrete functions, and skills to carry out its tasks. Board orientation and training, then, is as vital to a program as staff training.

Guide for Board Organization in Social Agencies, The Child Welfare League of America, Inc., 67 Irving Place, New York NY 10003, 3rd ed., 1975.
Provides principles and procedures for evaluating board function and leadership. Covers theory operation, purpose and responsibilities; organization, channels of communication, program evaluation, etc. Bibliography included.

Karl Mathiasen, *Confessions of a Board Member*, Alban Institute Inc., Mount St. Alban, Washington, D.C. 20016, 1976.
Discusses dynamic tension between boards and staffs; also, the pitfalls of non-functioning boards of non-profit institutions.

William Conrand and William Glenn, *The Effective Voluntary Board of Directors: What It Is and How It Works*, Swallow Press, 811 W. Juniper Terrace, Chicago, IL 60613, 4th Printing, 1982.

Carol E. Smith, *Better Meetings: A Handbook for Trainers of Policy Councils and Other Decision-Making Groups*, Humanics Ltd., 1182 W. Peachtree N.E., Atlanta, GA 30309, 1975.

"Board Effectiveness," Reprint #1?, *Child Care Information Exchange* C-44, Redmond, WA 98052.
Includes articles from several issues which address such issues as board revitalization, and including staff members on the board.

OPERATING PARTICULAR PROGRAMS

Specialized information about particular programs is useful to church leaders, child day care boards, and program staff after a program is selected. In 1971 and 1972, The Office of Child Development (U.S. DHEW) under the direction of Edward F. Zigler, published a series of pamphlets on child day care that are still timely. Some unfortunately, are out of print, but may be available through a local day care council or Headstart program.

#1 "A Statement of Principles" (1971) OHDS—31055
#2 "Serving Infants" (1971) OHDS—31056
#3 "Family Day Care" (out of print)
#4 "Serving School Age Children" (1972) OHDS-31058
#5 "Staff Training" (1971) OHDS-31059
#6 "Health Services" (1971) OHDS-31060
#7 "Administration" (1971) (out of print)
#8 "Serving Children with Special Needs" (1972) (out of print)

All U.S. documents can be ordered from: Superintendent of Documents,
Department 76, Washington, D.C. 20402.
Other, more extensive guides to management of particular programs are listed below.

Nursery/Preschool

Katherine Read, *The Nursery School: Human Relationships and Learning*, W.B. Saunders Co., W. Washington Square, Philadelphia, PA 19105, 1976 (6th edition) $9.50.
Comprehensive, clearly-written text on the nursery school environment, staffing, basic teaching skills, child guidance, curriculum planning, parent involvement. A "classic," though a little dated.

Elinor Fitch Griffin, *Island of Childhood: Education In the Special World of Nursery School*, Teachers College Press, New York, NY, 1982.
Focuses on children's relationships and self-affirmation. Good overview of curriculum and organization of nursery school.

Family Day Care

Establishing a Family Day Care Agency, Save the Children, Child Care Support Center, 1182 W. Peachtree St., N.W., Atlanta, GA 30309, 1978 ($4.75).
Profiles eight community agencies that vary in their sponsorships, funding sources, administrative designs, and in the support services available to them. Good for a community that is interested in building a family day care network.

Alice H. Collins and Eunice L. Watson, *Family Day Care: A Practical Guide for Parents, Caregivers, and Professionals*, Beaton Press, Boston, MA, 1976.
Offers many insights into history and current FDC issues. Also describes the Day Care Neighbor Services, an innovative approach to FDC referral. Contributes to a new understanding and respect for FDC as a service to children and their families.

Karen West, ed., *Family Day-to-Day Care*, Quality Child Care Inc., Mound, MN, 1980.
A practical "how to" book by and for family day care providers from people who have been in the business on a larger scale.

Day Care Centers

E. Belle Evans, Beth Schub, and Marlene Weinstein, *Day Care: How to Plan, Develop and Operate a Day Care Center*, Beacon Press, 25 Beacon Street, Boston, MA 02108, 1973.
Readable and informative coverage of a range of topics: center site, facilities, equipment, staff selection, training, budget, program planning, administration.

Dorothy J. Sciarra and Anne G. Dorsey, *Developing and Administering a Day Care Center*, Houghton Mifflin Co., Boston, MA, 1979.
Comprehensive text which includes step-by-step development of a child care center. Useful sample documents throughout.

Infant and Toddler Care

Studies which show that babies can thrive in quality group care settings have dispelled the anxieties of many parents and child development specialists about non-parental, center-based care for very young children. Infants and toddlers, however, have special needs and requirements: staff-child ratios must be very low (1:3), staff need to be highly motivated and have specialized training; parents play an active role in the program. Good infant/toddler care is thus very expensive.

A church would do well to consider supporting infant/toddler care, for no other type of child care is more needed. (See Martin Wessler, *Caring for Infants and Toddlers*, below under "Religious Resources" for an excellent theological discussion of why churches should care for our youngest children.)

Anne Willis and Henry Ricciuti, *A Good Beginning for Babies—Guidelines for Group Care*, National Association for the Education of Young Children, Washington, DC, 1980.
A practical guide on how to set up infant-toddler centers from goals and principles, through relations with families, to the program itself. Sample forms, photos of play and learning. Schematic drawings of space in an infant nursery.

Roger Neugebauer and Robert Lurie, *Caring for Infants and Toddlers: What Works and What Doesn't*, Vol. 1, 1980; Vol. II—1983. *Child Care Information Exchange*, C-44, Redmond, WA 98052.
Collections of readings covering curriculum and staff development, environmental health & safety, involving parents. Extensive resources for directors.

Alice S. Honig and J. Ronald Lally, *Infant Caregiving: A Design for Living*, Syracuse University Press, Syracuse, NY, 1981.
Useful and easy to use. Ideas for training caregivers of very young

children. Good ideas for caregiving based on Piagetian theory. Comprehensive bibliography.

Laura Dittman, ed., *The Infants We Care For,* revised edition, National Association for the Education of Young Children, Washington DC, 1984 (#201).
The Commission on Infancy of the NAEYC considers the issues and programs for infant group care. Focus on what is optimal for the development of child and family.

Before/After-School Care

Ruth Kramer Baden, Andrea Genser, James A. Levine, and Michelle Seligson, *School-Age Child Care, An Action Manual,* Auburn House Publishing Co, Boston, MA, 1982.
Steps on how to design before/after school programs. Many public school solutions are provided, plus samples of proposals, rental agreements, policy guidelines, and job descriptions. Very useful for parents, directors, school officials, and church groups. Annotated bibliography.

Elizabeth Prescott, *School's Out! Group Care for School Age Children,* Pacific Oaks College, Pasadena, CA, 1975.
Excellent description of both practical and theoretical issues in SACC. Good discussion of actual programs and quality standards.

Child Care Information Exchange, C-44, Redmond, WA 98052, for articles on issues of starting school age day care (11/79), developing curriculum (1/80), structure (4/80), and staff (11/80).

CHILD DEVELOPMENT AND PROGRAM PLANNING

Resources abound that deal with curriculum and program planning for young children. The central feature of any good program is that it has a plan for the growth and development of the children in its care. Solid evidence indicates that young children who participate in a well-planned and organized learning program benefit from it throughout their lives.[15] Local community colleges with early childhood education programs or local day care councils and early childhood associations are good sources of materials on child development or curriculum and program planning.

Additionally, the National Association for the Education of Young Children publishes an annual resources brochure that lists many high quality books on curriculum planning and early childhood development. These books, in turn, have bibliographies which offer additional resources.

Multi-cultural and Non-Sexist Program Planning

Children have the right to grow up free from racial or sex-role stereotypes. A church-housed child day care program can take a leadership role in celebrating cultural diversity and sexual equality. Activities can be planned, materials selected, and staff trained to overcome sex bias and racial prejudice. The Council on Interracial Books for Children has many booklets and filmstrips which a board and staff can use to develop a non-sexist and non-racist child day care program. Other resources are suggested below:

Racism and Sexism in Children's Books—2 vols. Council on Interracial Books for Children, 1841 Broadway, New York, N.Y. 10025 ($7.00).
Analyzes with examples numerous books to show readers what to look for and how to deal with books that are racist and sexist.

Growing Free: Ways to Help Children Overcome Sex-Role Stereotypes, Association for Childhood Education International, Washington, D.C. 1976.
Collection of articles for teachers, administrators, and parents on such topics as how teachers learn to recognize and combat sex bias in classroom, and how child day care programs help change stereotypic role play.

Earldene McNeill, Judy Allen, Velma Schmidt, Barbara McNeill Brierton, *Cultural Awareness for Young Children,* The Learning Tree, Dallas, TX, 1981.
Sections on major ethnic groups with chapters in each on family living, creative art expression, nature and science, language, etc. Good sample activities for children.

Olivia N. Saracho and Bernard Spodek, eds., "Understanding the Multicultural Experience in Early Childhood Education," #125, National Association for the Education of Young Children, 1834 Connecticut Ave, N.W., Washington, DC 20009, 1983; $6.00.
Offers an overview of how educators can provide multicultural experiences for young children. Explores the nature of multiculturalism, educational practices, and teacher education.

Planning for Special Needs

This section only begins to suggest areas of need and resources. Again, Project Headstart has useful pamphlets on mainstreaming preschoolers which offer ideas for family day care and part-day programs as well. Local branches of child care organizations, family resource agencies, and community colleges can provide information about the special needs of children in a particular community.

Project Headstart, series on *Mainstreaming Preschoolers.* Again, several of these booklets are out of print, but may be available at local Headstart centers or day care councils. Write to Superintendent of Documents, Dept. 76, Washington, D.C. 20420. Includes booklets on children with hearing impairments, speech and language impairments (OHDS 31025), mental retardation, health impairments, and emotional disturbance (OHDS 31115).

Sara B. Stein, *About Handicaps, An Open Family Book for Parents and Children Together,* Walker & Co., New York, 1974.
Stein writes with sensitivity to increase the self-sufficiency of families with handicapped children.

Bettye M. Caldwell and Donald J. Sledman, eds., *Infant Education: A Guide for Helping Handicapped Children in the First Three Years,* Walker for Technical Assistance Development System, New York, 1977.
An NAEYC leader gives helpful ideas and background for programs with handicapped infants and toddlers.

Sick Child Care: A Problem for Working Parents and Employers, Parents in the Workplace, Minneapolis, MN, July 1983.
Explores sick child care options. Guides parents in their search for balance between work and family.

Materials/Equipment

Most program planning guides have chapters which recommend equipment and supplies for a child development program. What a board and staff quickly learn is that many toys and activities can be inexpensively created from cast-off items of homes and businesses. Parishioners can easily donate egg cartons and styrofoam packing trays for art work, old clothes for dress-up, outgrown tricycles, or a case of computer printout paper. Their sense of pride and ownership in a child day care program increases dramatically when they see how useful their "junk" is.

Teachables from Trashables: Homemade Toys that Teach. Toys 'n Things Press, 906 N. Dale Street, St. Paul, Minnesota, 55103, 1979 ($7.00). Practical step-by-step guide to make over 80 toys for infants through school-age children. Made from recycled household materials, these toys have illustrations, age guidelines, suggested play and skill-building activities.

Potpourri of Child Care and Development Pamphlets, Toys 'n Things Press, (see above) ($14.50). 25 exemplary pamphlets and a guide to 100 other free or inexpensive pamphlets, categorized according to 19 child care topics such as child health, nutrition, child development.

Elizabeth Jones and Elizabeth Prescott, *Dimensions of Teaching—Learning Environments II: Focus on Day Care,* Pacific Oaks College, Pasadena, CA, 91103, 1978 ($4.00).
Focuses on planning physical environment to facilitate learning and development. Discusses concepts such as softness/hardness, open and closed space, boundaries, etc.

Mary Baratta-Lorton, *Workjobs: Activity-Centered Learning for Early Childhood Education,* Addison-Wesley Publishing Co, Inc., Reading, MA, 1972.
Practical ideas for developing materials for activities that children can do independently.

Sybil Kritchevsky and Elizabeth Prestcott, with Lee Walling, *Planning Environments for Young Children,* #115, NAEYC, 1834 Connecticut Ave, N.W. Washington, DC 20009, 1977.
This 55-page booklet focuses on planning both indoor and outdoor space from a child's viewpoint.

EVALUATION

Regular program evaluations are an excellent time for communication among the various "constituencies" of a church-housed child day care program. Parishioners, parents, board members, and staff can air concerns and raise issues during a program evaluation. Evaluations also provide an opportunity for church and child care community to celebrate their successes and renew their vision of the program.

Similarly, regular staff evaluations enable staff to restate their purpose for working with the program and to make adjustments in their plans and activities so their work continues to improve.

Evaluations of children are ongoing and daily. A good program builds in ample time for staff to discuss each child's progress. Regular meetings with parents (not called just when problems arise) build a partnership of mutual trust and respect between caregiver and parent which benefits children most of all.

Program, staff, and child evaluation guidelines and sample forms are included in most child day care management books. Current research on evaluation techniques and results are published in professional periodicals. A **sampling** is listed below:

Child Evaluation

Nancy E. Travis, *Evaluating Children's Progess: A Rating Scale for Children in Day Care,* Save The Children, Child Care Support Center, 1182 West Peachtree St., N.W. Atlanta, GA 30309, 1973.

Program Evaluation

Child Care Information Exchange C-44, Redmond, WA 98052. Articles on techniques and ideas for program evaluation. Also on developing an evaluation instrument at the Center (9/81).

Staff Evaluation

Child Care Information Exchange, (see above), "Observing Staff in Action (9/82), and "Effective Use of Feedback" (7/83).

PARENT INVOLVEMENT

Beyond getting advice about program options and conferring with staff about their children's progress, parents can be involved in a child day care program in many ways: They can help with special class functions such as field trips; they can organize fundraising events; they can advocate for quality child care at the city council or state legislature; they can prepare an open house for church members. They can also make decisions for improving the program.

Regardless of how parents choose to support their child's care, their participation enriches and strengthens any program. In addition, the insights and knowledge

parents gain from their involvement in their child's day care program helps them to be more effective and satisfied parents at home.

The resources below are suggestions. The best "resource" a program has are the ideas and experiences of parents themselves.

Alice Honig, *Parent Involvement in Early Childhood Education*, National Association for the Education of Young Children, Washington, D.C., 1979 (rev. edition #135, $3.30).
Describes model programs and methods to promote parent involvement. Discusses difficulties, successes and insights of the parent-involvement process.

Child Care Information Exchange, C-44, Redmond, WA 98052 "Ideas for Effective Parent Conferences (11/79); "Meeting the Needs of Single Parents" (6/80); "Ideas for a Parent Newsletter (5/81); also 9/82, and 11/82.

INFORMATION AND REFERRAL SERVICES

There is a great need for church and child care leaders to help families gain access to information that can make them self-sufficient and self-enabling. **Only a family that knows all the resources available to it has the power to make choices which best meet its own needs and serve its own interests and values.**

Information and referral services provide parents with information about **all** child day care programs, including centers, family day care homes, nursery and preschools, parent cooperatives, etc. "I & R" also offers professionals and advocates a supportive network for consultation and sharing of ideas and materials.

Every church-housed child day care program should have available a list of community family-serving agencies and organizations. This list will include addresses and phone numbers of public agencies that provide Aid to Families with Dependent Children (AFDC), Foster Care, and other social services. It will include child care groups such as a local Association for the Education of Young Children, Day Care Council, Nursery School Association, or family day care provider agency. It will have referral sources for child abuse, legal aid, services for children with handicapping conditions, health care, recreation. If such a list does not exist, the child day care board may suggest that the church community develop it.

A church may, in fact, choose to develop an information and referral service as its major child day care contribution. Particularly if a church building is not suitable for housing children, or if there are adequate child care programs in the community, a decision to develop child care information and referral services may greatly serve a community. For an information and referral service not only helps parents and staff, it becomes a vehicle for informing and empowering the larger child care community. It becomes, in other words, a base for child care advocacy.

Child Care Information and Referral Counseling Techniques, Child Care Resource Center, 24 Thorndike St. Cambridge, MA 02144.

"A Local Support System for Child Care," in Galinsky and Hooks, *The New Extended Family*, Ch. 16 (See above, "General State of the Art").
A case study of the Child Care Corner of Minneapolis, MN, which includes a resource center, I & R services, a Toy Lending library, and an advocacy committee.

Work/Family Directions, 200 the Riverway, Boston, MA 02215, is developing I & R services for employers throughout the country, especially multi-site employers.

"Information and Referral" in *Handbook for Day Care Professionals* (see above, "General State of the Art").
Ideas and experiences with computerized I&R, financing I&R, and collecting data.

Other information and referral sources can be obtained by contacting the California Child Care Resource and Referral Network, 320 Judah Street, Suite 2, San Francisco, CA 94122, (415) 566-1226.

CHILD CARE ADVOCACY

Grace Abbott, who headed the U.S. Children's Bureau in the 1930's, best describes child care advocacy:

Sometimes when I get home at night in Washington, I feel as though I had been in a great traffic jam. The jam is moving toward the Hill where Congress sits in judgment on all the administrative agencies of the government. In that traffic jam are all kinds of vehicles. There are all kinds of conveyances. For example, the army can put into the street tanks, gun carriages, trucks. There are the hay ricks and the binders and the plows and all the other things that the Department of Agriculture manages to put into the streets. The handsome limousines in which the Department of Commerce rides. The barouches in which the Department of State rides in such dignity.

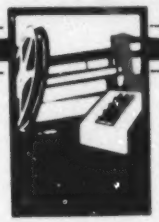
It seems to me, as I stand on the sidewalk watching it, it becomes more congested and difficult. And then, because the responsibility is mine and I must, I take a very firm hold on the handles of the baby carriage and I wheel it onto the traffic.[16]

No work is more important. And none is harder. Parents, caregivers, church leaders must advocate for quality child day care in our daily lives, in our conversations with friends and family, in letters and trips to public officials. Millions of children wait for us to act.

Children's Defense Fund, 122 "C"St. N.W., Washington, D.C. 20001. All CDF publications are good advocacy tools.

Where Do You Look? Whom Do You Ask? How Do You Know? Information Resources for Child Advocates, 1980 ($5.50).
Helps advocates find data on problems affecting children and families. The appendices, which contain data sources in each state, are very useful.

"Why Lobby for Children?" 1983 (free).
A strong rationale for lobbying congresspeople and a practical guide on how to do it.



In Celebration of Children: An Interfaith Religious Action Kit (1982). An unusual advocacy kit useful to synagogue and church congregations. It includes ideas and resources including sample Biblical quotations, prayers, role plays, sermons, which celebrate children and bring people of faith face to face with the need to act on children's behalf. Also includes suggested activities which children can do themselves.

A Children's Defense Budget: An Analysis of the President's Budget and Children (published yearly) (See above, "General State of the Art/Needs Assessment").

High/Scope Educational Research Foundation's Voices for Children project (Ypsilanti, Michigan) promotes public awareness of the benefits of quality child care programs through its filmstrip and accompanying cassette audiotape, *Preschool—A Program That Works.* More extensive written analyses of the High/Scope longitudinal studies of preschool children are also available.

"Advocacy" in *Handbook for Day Care Professionals* (1983). (See above, "General State of the Art").

Edward F. Zigler and Edmund W. Gordon, *Day Care: Scientific and Social Policy Issues* (1982). (See above, "History and Background").

The Rights of Children, Harvard Educational Review, Reprint Series #9, 1974, $9.95 Pb.
Perhaps the best survey of children's needs and rights available.

Advocacy for Employer-Supported Child Care

A child day care option that has begun to assume an important place in the field is employer-supported child care. A church can play an important role in strengthening this option for families. First, members of the congregation may be business or union employees. If these parishioners voice their child care concerns at their workplaces, employers may for the first time consider the child care needs of their workers.

Or a church community with a child day care program may go to the business community for financial support. By providing employers with data about the needs and benefits of child care, a church encourages broad community support for quality child care.

The following resources offer background information about employer support for child care:

Dana E. Friedman, *Encouraging Employer Support to Working Parents,* Carnegie Corporation, New York, 1982.
Strategies for encouraging employer support for child care. Analyzes factors affecting employer receptivity. Describes corporate responses in four cities.

Kathryn Senn Perry, *Employers and Child Care: Establishing Services Through the Workplace,* Women's Bureau, U.S. Department of Labor, Washington, D.C. 20210, 1982 (free).
Designed for employers and unions who are concerned with day care. Has much information on how to start a new center: needs assessment, planning, administration, budget, etc.

Child Care Information Exchange, C-44, Redmond, WA 98052.
Reprint #9, "Employer Child Care," ($2.50).

Sandra Burud, Pamela R. Aschbacher, Jacquelyn McCroskey, *Employer-Supported Child Care: Investing in Human Resources,* Auburn House Publishing Co, 14 Dedham St., Dover, MA 02030, 1984.
Results of a study by the National Employer-Supported Child Care Project. Gives an overview of 415 programs; describes the range of options and the impact and benefit of such programs.

RELIGIOUS RESOURCES

Many denominations and communions have extensive Christian education policies, guidelines and materials. Only a few have written documents for week-day preschool programs. And none provide resources about all child day care options.

The following books and pamphlets are offered to readers who may want materials prepared by their own church. They are also listed in the hope that each church may be motivated to develop its own child day care resources.

Interdenominational and Nondenominational

Eileen W. Lindner, Mary Mattis, and June R. Rogers, *When Churches Mind the Children: A Study of Day Care in Local Parishes,* Highscope Press, Ypsilanti, MI, (1983). (See above, "History/Background").

Henrietta Wilkinson, *Church Options for Day Care,* (Joint Educational Development), Geneva Press, Philadelphia, PA, 1973. (Out of print, but perhaps available through some church-sponsored child day care programs, or from The Westminister Press, 925 Chestnut St, Philadelphia, PA 19107).
Excellent discussion of the eight options churches have for supporting child day care. Sample list of what to include in agreements with church-child care programs. Interesting stories about how some programs started.

Betty Jane Bailey, "Together is Better: When Nursery and Church School Share Space," *JED Share,* Division of Publication, United Church Press, 1505 Race Street, Philadelphia, PA 19102, Summer, 1981.

Denominational Resources

United Church of Christ

Lois Peeler, *Who's Planning for Me? A Planning Guide for Ministry with Children in the Church and the Community,* Church Leadership Resources, United Church of Christ, 1400 North Seventh St., St. Louis, MO 63106.
Story of how one particular church responded to the challenge to welcome children into the church and advocate on their behalf.

Lutheran

Martin F. Wessler, *Caring for Infants and Toddlers,* The Lutheran Church-Missouri Synod, 3558 So. Jefferson, St. Louis, MO 63118, 1982. (Also available from the American Lutheran Church-Wartburg College, Waverly, IA 50677, and Lutheran Church in America, 2900 Queen Lane, Philadelphia, PA 19129.)
Includes a theologically-based discussion of why churches serve children, a strategy for program development. Steps for getting programs started. Section 3 includes discussions with an infant-toddler center director, pastor, consultant, that are informative and sometimes inspiring.

Joanne Eisenberg, *Where Are They Going? Follow—Through: A Step-By-Step Guide to Day Care Ministry.* The Lutheran Church-Missouri Synod Board of Parish Education, 3558 So. Jefferson, St. Louis, MO 63118. 35-page "how to" manual that includes forms for conducting feasibility studies, employee evaluation forms, sample job descriptions, funding sources, and a roster of equipment and supply catalogues. A 10-minute film designed to accompany the document is available for rent from the same source.

Thomas H. Sauerman and Linda Schomaker, eds., *Starting a Church Sponsored Weekday Preschool Program.* Fortress Press, Philadelphia. A 125-page manual designed to guide a church as it starts a weekday nursery program. It covers every aspect of program development. Annotated bibliographies accompany each chapter.

Southern Baptist

William H. Halbert Jr. *The Ministry of Church Weekday Early Education,* Convention Press, Nashville, TN, 1977.
Essays about why a church chooses child care as ministry, what needs assessments means. Analyzes the basic goals for a church-supported child day care program. Good discussion of congregational involvement, and parents' role.

Robert A. Couch, *Administrative Guide: Day Care, Kindergarten, Nursery School, Mother's Day Out, Before and After School,* Convention Press, Nashville, TN, 1980.
A 96-page survey of requirements and steps for developing assorted child day care programs. Includes forms for record-keeping, examples of curriculum and program design, personnel guidelines. Strong theological arguments for licensing and high quality care.

United Methodist

Gloria Thomas, *Weekday Ministries Resource Book,* Cokesbury Press, Nashville, TN.

Episcopal

Being God's Family—A Notebook for Ministry, Office of Social Welfare, The Episcopal Church Center, 815 2nd Avenue, New York, NY 10017.

PROFESSIONAL ORGANIZATIONS, SERVICE AGENCIES, TRAINING RESOURCES, PUBLICATIONS AND PERIODICALS

A church that decides to support a child day care program assumes a responsibility to be informed about the child care profession. A selection of professional organizations, service agencies, training resources, publications, and periodicals are listed below. These are only of value, however, if they are available and used in the local community.

For example, if a city or state has an Association for the Education of Young Children affiliate, the entire child day care staff could join and participate in it. Such networking strengthens both the individual members and the profession as a whole.

Publications are only useful if they're read! If a church has a circulation library, a board may add child care periodicals to circulation so that staff, parents, and church members all benefit. In addition, a public library may subscribe to key child care publications if asked.

Finally, training resources are accessible to staff and parents only if a child day care program has built training into its budget and schedule. An individual may not need to go out of state to a conference or course. But if she/he is able to take advantage of such an opportunity, the knowledge and ideas s/he brings back to the program can enrich it greatly. Local community colleges may also have early childhood education programs which parents and staff can attend. Or a service organization could sponsor a public workshop on some aspect of child development and child care.

The point is, resources must be used if they are to benefit anyone!

Professional Organizations, Family Resource and Advocacy Agencies

Ecumenical Child Care Network
475 Riverside Drive, New York, N.Y. 10115 Rm 572
(212) 870-3342

Association for Childhood Education International
11141 Georgia Avenue., Suite 200, Wheaton, MD. 20902
(202)363-6963

Association of Junior Leagues
825 Third Avenue, New York, N.Y. 10022
(212)355-4380

California Child Care Resource and Referral Network
320 Judah St., Suite 2, San Francisco, CA 94122
(415)566-1226

Child Care Action Campaign
132 West 43rd St., New York, N.Y. 10036
(212) 354-5669

Child Welfare League of America
67 Irving Place, New York, N.Y. 10003
(212)254-7410

Children's Defense Fund
122 "C" Street, NW, Washington D.C. 20001
(202)628-8787

Children's Foundation
1420 New York Avenue, N.W., Suite 800, Washington D.C. 20005
(202)347-3300
(Has everything on food programs, especially valuable for Family Day Care providers)

Council for Exceptional Children
1920 Association Avenue, Reston, VA 22091
(703) 620-3666

Family Service Association of America
44 E. 23rd Street
New York, NY 10010

National Association for Child Care Management
1800 M Street, N.W.
Washington, D.C. 20036

National Association for the Education of Young Children
1834 Connecticut Avenue N.W., Washington, D.C. 20009
(202) 232-8777

(Most states and many cities have local AEYC affiliates)

National Black Child Development Institution
1463 Rhode Island Avenue, N.W., Washington, D.C. 20005
(202)387-1281

National Child Day Care Association
1501 Bennay Road, N.E.
Washington, D.C. 20002

School-Age Child Care Project
Wellesley College Center for Research on Women
Wellesley, MA 02181
(617) 431-1453

Training Resources

Bank Street College of Education
610 W. 112th Street, New York, N.Y. 10025
Summer Child Care administration seminars.

High/Scope Educational Research Foundation
600 North River Street, Ypsilanti, MI 48197
Periodic conferences on child care advocacy and administration.

National Association for the Education of Young Children
Annual conference. Also, NAEYC's National Academy of Early Childhood Programs has an accreditation process for programs to complete based on its Criteria for High Quality Early Childhood Programs.

Save the Children/The Child Care Support Center
1182 West Peachtree Street, N.W., Atlanta GA 30309
Periodic conferences and workshops for day care administrators and family day care providers.

Wheelock College
200 The Riverway, Boston, MA 02215
Advanced Seminar in Day Care Administration (summers).

Publications and Periodicals

Ecumenical Child Care Newsletter, Child Advocacy Office,
National Council of Churches, Rm. 572, 475 Riverside Drive, New York, N.Y. 10115
Free quarterly to church-related child care programs.

Bananas, 6501 Telegraph Avenue, Oakland, CA 94609 (415) 658-7101
Bimonthly I & R newsletter on locating and choosing care provider training resources, social services for parents in Northern California, but useful nationally.

BusinessLink, The Report on Management Initiatives for Working Parents, Working Parents Project, Center for Public Advocacy Research, Inc.
12 West 37th Street, New York, NY 10018
Quarterly—free.

Child Care Information and Referral *Issues*
320 Judah St., Suite 2, San Francisco, CA 94122
Quarterly—$20.00 year

Child Care Information Exchange, C-44, Redmond, Washington, 98052
6 issues/year—$20.00

Children Today, Office of Human Development Services, U.S. Dept. of Health and Human Services, Rm. 356-G, 200 Independence St, Washington, D.C. 6 issues/year—$11.00

Day Care and Early Education, Human Sciences Press, 72 Fifth Ave., New York, N.Y. 10010
Quarterly—$20/year

Day Care Information Service 8701 Georgia Ave, Suite 800, Silver Spring, MD 20910,
Very expensive but useful "Newsletter" and "Resources" ($142/one year). *Handbook for Day Care Professionals* comes with subscription.

Family Resource Coalition *Report*
230 N. Michigan Avenue, Suite, 1625, Chicago, IL 60601. Quarterly, $15/year-individual; $30/year-organization

Interracial Books for Children
1841 Broadway, New York, N.Y. 10023
Bulletin issued three times/year—$10.00

Report on Preschool Programs, The Biweekly Newsletter of Programs for Early Childhood Development
1300 N. 17th Street, Arlington, VA 22209 ($131/ year)
Policy information, invaluable for administrators and child care advocates.

Resources for Child Caring, Inc. (a non-profit organization dedicated to "providing high quality of services and products that will help improve the care of young children"), 906 N. Dale St., St. Paul, MN 55103. Toys 'n Things Press is a division which reviews and evaluates children and adult books, filmstrips, training, guides, and publishes its recommendations in periodic catalogues.

SACC Newsletter, School Age Child Care Project,
Wellesley College Center for Research on Women
Wellesley, MA 02181
3 times/year—free

School Age Notes, P.O. Box 120674, Nashville, TN 37212
6 times/year—$12.00

Young Children, Journal of the National Association for the Education of Young Children, 1834 Connecticut Avenue NW, Washington, D.C. 20009. Included in membership dues 6 issues/year—$20 annual dues.

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FOOTNOTES

[1] Peggy Shriver, "A Little Child Shall Lead Us," in Eileen Lindner, et al., *When Churches Mind the Children: A Study of Day Care In Local Parishes,* The High/Scope Press, Ypsilanti, MI 48197, 1983, p. 168.

[2] "Are You Ready for the Boom Years Ahead?" *Child Care Information Exchange,* Redmond, WA, November, 1983.

[3] ibid.

[4] *The Child Care Handbook: Needs, Programs, and Possibilities,* Children's Defense Fund, 122 "C" Street, N.W. Washington, D.C. 20001, 1982, p. 3.

[5] W. Gary Winget, "The Dilemma of Affordable Child Care," in Edward F. Zigler and Edmund W. Gordon, *Day Care, Scientific and Social Policy Issues,* Auburn House Publishing Co., Boston, MA, 1982, p. 361.

[6] Ellen Galinsky and William H. Hooks, *The New Extended Family: Day Care That Works,* Houghton Mifflin, Boston, MA 1977, p. 8.

[7] Shriver, op. cit., p. 171-172.

[8] Henrietta Wilkinson, *Church Options for Day Care,* a project of Joint Educational Development, The Geneva Press, Philadelphia, PA 1973, p. 19.

[9] Betty van Wick in Galinsky and Hooks, op. cit, p. 250.

[10] Alison Clarke-Stewart, *Day-Care,* Harvard University Press, Cambridge, MA, 1982, p. 82.

[11] Galinsky and Hooks, op. cit., p. 249.

[12] ibid., p. 240.

[13] ibid., p. 5.

[14] Shriver, op. cit., p. 171.

[15] C.U. Weber, P.W. Foster, and D.P. Weikart, *An Economic Analysis of the Ypsilanti Perry Preschool Project,* Monographs of the High/Scope Educational Research Foundation, 1978 (no.5).

[16] Grace Abbott, quoted in Lois Peeler, *Who's Planning for Me? A Planning Guide for Ministry with Children in the Church and the Community,* Church Leadership Resources, United Church of Christ, 1400 N. 7th St., St. Louis, Mo., 63106, 1977, p. 1.

Communions Participating in the Child Day Care Project of the National Council of the Churches of Christ, U.S.A.

African Methodist Episcopal Church
P.O. Box 183
St. Louis, MO 63166

African Methodist Episcopal Zion Church
P.O. Box 30714
Charlotte, NC 28230

American Baptist Churches in the USA
Valley Forge, PA 19482-0851

Christian Church (Disciples of Christ)
222 S. Downey Avenue, Box 1986
Indianapolis, IN 46206

Christian Methodist Episcopal
Board of Christian Education
1474 Humber St.
Memphis, TN 38101

The Episcopal Church
815 Second Avenue
New York, NY 10017

Greek Orthodox Archdiocese of North and South America
8-10 E. 79th Street
New York, NY 10021

Lutheran Church in America
231 Madison Avenue
New York, NY 10016

The American Lutheran Church
422 S. 5th Street
Minneapolis, MN 55415

The Presbyterian Church USA
475 Riverside Drive, NY, NY 10115 or
341 Ponce de Leon Ave., N.E. Atlanta, GA 30365

Progressive National Baptist Convention, Inc.
601 50th St., NE,
Washington D.C. 20019

Reformed Church in America
475 Riverside Drive
New York, NY 10115

United Church of Christ
132 West 31st. St.
New York, NY 10001

The United Methodist Church
General Board of Global Ministries
475 Riverside Drive
New York, NY 10115 or
Board of Higher Education and Ministry
P.O. Box 871
Nashville, TN 37202 or
Board of Church and Society
100 Maryland Ave NE,
Washington D.C. 20002

Appendix A
National Council of Churches of Christ Proposed Policy Statement on Child Care

I. SOCIAL AND THEOLOGICAL RATIONALE

A. The Cresting Tide of Need

The awareness of need for child day care in the United States is not new, nor is the forging of a public policy to undergird such care. Historically, such policies were forged in times of war and national crises and were adopted to address other national priorities. Thus, public policies regarding child care have not been developed from a primary motivation to meet the needs of children or to strengthen families.

Formalized child day care, the programs provided to preschool children outside of their homes, has only recently become a feature on the American family landscape. Late in the 19th century, "day nurseries" served factory and mill workers, the poor, and the rapidly increasing immigrant population. Day care centers sprang up during both world wars to accommodate the children of women working to support the war efforts. Any suggestion of child care outside such emergencies was once thought to be a remedial program for pathological families, but child care today has become an American norm. In the last decade child day care has emerged with a sense of permanency and service to all social classes. Since 1980, a majority of mothers of children under five has been employed outside the home. Other trends in birthing patterns and divorce rates have contributed to the rise in the need for child care both full day and part day.

Since child care services were historically associated with families most in need, they were often looked upon with disdain. Today's economic realities have not succeeded fully in removing the stigma attached to working mothers. And the nation continues to witness to dramatic changes in family life:

- more parents of both genders and all socioeconomic classes are entering the labor force, returning to school and job training programs.
- there are more divorces, separations, and unmarried parents.
- there are no indications of a future decline in the numbers of single parent families with young children.
- there are more families with one or two children, thus fewer siblings are at home and there is less opportunity for children to gain important socialization experiences.
- more men and women with established career patterns are having children later in life, making it more likely that they will remain in or rejoin the work force.

In the face of these trends, children's needs must be met, for the sake of children and for the sake of the family and society as a whole. Children from all income levels need care, thus access to services must be available to the poor, the middle class, and the affluent. Child care, at its best, is a family strengthening service, not a family re-placement service. Its objective is to support families in their efforts to provide their children with a total atmosphere conducive to meeting children's needs for wholesome mental, emotional, and spiritual development.

Today most American children are the recipients of some form of child care service and, as likely as not, that service is housed in a church building. The church, like the society, is generally without a coherent child care policy. The continuing absence of a national child care policy on the part of the government is not in the best interests of children. The absence on the part of the church—the largest single provider of child care—is a serious detriment to its child care ministry.

B. The Role of the Church

Child care is of urgent concern to all families with children and to the country. Child care must also be an urgent pastoral and prophetic concern for the church.

Today, the church plays a major and primary role as a provider of child care and child care facilities within the nation. For that reason communions are in a unique position to affect child care policies within the society. To date, the church as a whole has been unaware, ill-informed or indifferent to its role and responsibilities to the pressing national concerns of child care. In addition to its large scale role as provider, the church may now find a major leadership role in the development of public policy in this area of human service.

Because of the magnitude of the present involvement of local churches in child care, the church has a deep, overriding responsibility to initiate, encourage and participate in a national dialogue on child care. Such a dialogue should ultimately yield a coherent and equitable national plan for child care. This plan should involve all sectors of society and should replace the disarray which presently characterizes child care policy. Existing policies lack coherence as well as equity for all children.

Child care concerns are not of a fleeting nature, but pose enduring issues which reach deep into the nation's life. At the heart of the debate lies the future well-being of America's children and families. The church can enrich and strengthen, as well as gain much from its leadership and participation in a national dialogue about child care.

In engaging in that national dialogue the church is consistently guided by its vision that child care services must be available to all families on an equitable basis, draw resources from all sectors of the society, support the development of the child and the stability of the family and be regulated in such a manner that encourages the development of a variety of program types of high quality in which health and safety are assured. Finally, the church comes to that dialogue prepared to acknowledge its own responsibility to work for quality child day care as a part of its larger ministry to families and the society.

C. A Vocation for the Church

Scripture is replete in both Old and New Testaments with instruction to the faithful to do justice and to provide nurture to persons, particularly the young. In its historical witness the church through it sacraments, as in baptism, and its rituals, as in dedication of infants, has sought to remain faithful to these

scriptural injunctions. Family life, too, has long been and remains an important area of ministry at all levels of the life of the church. Drawing from this history, Christians today are called to service in seeking reconciliation and the biblical *shalom*—within families and within the larger society. The church seeks to offer the Good News of Christ to families and to support them in their critical activity of child rearing. The ministry of child care is yet one more way in which the Christian community is called to extend both the nurturing ministry of the church and the prophetic proclamation of justice to children, families, parishes and the society. Few in our society are as vulnerable as children, dependent as they are upon adults for all means of support—material, emotional, physical and spiritual. Called to witness to God's love and to love of neighbor in advocacy for child care, the church finds again its vocation, and individuals their ministry, in enabling persons to live the lives for which they were created.

Therefore, the church does not come to the complex question of child care devoid of resources. In addition to buildings, so commonly used to house child care programs, the church brings a theology and tradition that offer much to the pursuit of a more authentic understanding of child care.

II. THE CHURCH AS CHILD CARE ADVOCATE—IN ITS OWN LIFE

A. Toward Intentional Mission

Child care within local parishes must be assessed as an authentic expression of discipleship as understood by the host congregation. Thus, whether the child care program is church-operated or merely church-housed, the governing body of the church should be conscientious about its involvement in child care. Congregations must remember that the church's name, reputation and integrity in the community are called to account by all programs offered in their buildings. Parents who deliver their children at the door of the church believe that they are entrusting these children to the care of the church. The church must never, therefore, see itself solely as the landlord or custodian of a child care program. Refusing to enter casually into child care, the congregation will wish to offer all its services of work and worship to children and families which enter its doors. As a policy, congregations housing child care need to clarify their own sense of ministry, preparing printed materials to interpret its sense of ministry to others. All services of the church should be offered to families using the child care program. However, participation in a program of worship or mission should not be required as a prerequisite for participation in child care. Through use of its facilities or through the operation of a day care program, the church is carrying on a ministry which should be consistent with the larger conception of mission held by the church. A variety of conceptions of ministry may instruct the congregation in offering child care. Some of these may include:

1. EVANGELISM—In some instances, the church will view its child care programs as outreach and evangelism, intending a ministry which proclaims the Gospel of Jesus Christ in a clear and direct manner. If this is the case, the intentions and purposes should be clearly stated to parents so that their decisions can be well informed.

2. MINISTRY/SERVICE—Child care may be a parish program intended as a service to the church's own members, an expression of pastoral care and nurture. If so, the assumption should be made explicit that participation in the child care program implies a further commitment to the church.

3. COMMUNITY MINISTRY—If the church wishes to use its resources for the good of the community as a whole, the church must make clear that it is providing a community service without regard for religious belief, gender, class, race, or national origin and that as a program is part of a broader inclusive ministry. In such an instance, religious education is not a component of the program. Once again, the church must express clearly its expectations of the families that participate in the child care program.

4. MINISTRY TO UNSERVED OR UNDERSERVED POPULATIONS—The church may decide that it is called by its social justice ministry to focus its concern on children with special needs. These might include children from migrant and refugee families, children who have been abused or neglected or who may have emotional or physical disabilities or for whom English is a second language. If the governing body of the church has made this determination, the church must clearly interpret its call to minister to this special population. Criteria must be set forth defining the requirements for entrance into the program. This ministry may involve complications and will call for particular expertise, but may be the most urgently needed and most supportive for the families being served. Ordinarily these programs will be nonsectarian and have no Christian education component.

These conceptions of ministry are suggestive, not exhaustive, and do not rule out programs such as "mother's morning out", and parent co-operative nursery schools, which may represent the ministries of some churches. In each instance, the church must see itself as an inclusive community.

In all of the above categories of ministry, clear understanding of purpose and constancy are required. Congregations must avoid responding hastily to the expressed need for a child care program. It is wise to make decisions to enter the child care field only after a period of thoughtful and reflective study in order to evaluate the factors bearing on decisions and all of the possible implications of those decisions. The congregation has the responsibility to be constant in its nurture of any ministry it accepts, especially since child care necessitates day to day monitoring of activities and a concern for the general well-being of the program. In many instances, the pastor or lay persons may become advocates, or take direct responsibility for specific aspects of the child care program. In all instances, the church should understand that it has entered into a partnership with the child care program.

B. Church-operated Child Care Programs

A church takes on additional responsibilities when it chooses to operate a child care center as a part of the congregation's own programming. These responsibilities may revolve around the following concerns:

1. QUALITY OF PROGRAM—In assuming the operation of a child care program, the church is giving its pledge to families that the quality of the program will be of concern to the congregation and governing body. The high standards to be maintained assume a commitment to the quality of the relationship to be achieved between staff and families so that families can place their children in the care of the church with confidence. This confidence must be gained through attention to the children's physical and emotional safety in an area that is child-centered, in an environment that encourages positive learning and growth experiences under the supervision of competent staff members. Programs must be responsive to the individual child's needs as well as his/her cultural identity. Frequent communications be-

tween staff and parents, as well as the invitation to parents to participate in decision making, will support the family.

2. THE ROLE OF THE CHURCH AS CHRISTIAN EDUCATOR IN CHILD CARE—By the very fact the the church has assumed the operation of its own child care program, and opened its doors to young children, the church is making a statement about its Christian witness and theology of mission. If the church wishes to include Christian education as a part of its child care program, parents must be made aware of the program philosophy before they make the decision to enroll their children in the program. Christian education in child care programs may find expression in a number of ways, which may include acquainting children with the biblical tradition, the history of the church and confessional creeds, Christian ethical teachings, Christian concepts of love and justice, or other subjects which the church may deem suitable for the age groups being served. In some instances churches may elect to offer programs, open to those of all faiths, which do not explicitly teach Christian doctrine but which still embrace and live by Christian ethical standards. In either case, the congregation must be explicit about its Christian education goals.

C. Conditions Favoring the Church's Role as Child Care Provider

As the steward of substantial resources, including real estate, capital, administrative services and health and insurance benefits, the churches are in an ideal position to make child care delivery available to families. Churches taken in the aggregate are the largest single provider of child care in the United States today. Space, location, and tax exempt status contribute to the desirability of church properties for child care programs.

In these three ways and others not mentioned in this statement, the National Council of Churches and its member communions should conscientiously and imaginatively offer their varied resources as they take on the mantle of provider of child care services and enable local parishes in a child care ministry. Thus, the church can serve as an advocate for child care in its own life and provide a model of stewardship for child care to the society at large.

III. THE CHURCH AS ADVOCATE FOR CHILD CARE—IN SOCIETY

A. The Church's Approach to Advocacy

In matters of public concern, the churches have a responsibility to make their voices heard. Since child care is of utmost importance to the present and future well-being of society, the church's position on child care is an appropriate public policy concern. Further, as the major provider of child care in the United States, the church has a special responsibility to help raise ethical questions about child care. It is the obligation of the church to advocate a coherent, comprehensive, inclusive, and above all, equitable public policy regarding child care. As it approaches public advocacy for child care, the church must be guided by its concern for all sectors of society.

The federal government presently provides subsidies for all child care services through a variety of means to all socioeconomic classes. In higher income brackets indirect subsidy is given through tax credits. In lower income groups direct subsidy is provided. These programs were not established in a comprehensive approach to child care but rather were established in a cumulative fashion. As a result these programs are inequitable both in the degree to which child care is subsidized, and the extent to which parents are permitted to choose programs for their children.

B. Basic Advocacy Issues

1. PARENTAL CHOICE—In its advocacy for child care the church should be vigilant in guarding the rights of parents to exercise choice in selecting appropriate child care for their children. Government subsidies must be designed to assure maximum stability for child care programs, while reserving to parents the right to choose from among programs to their liking. This goal can only be achieved by the development of policies which allow for some subsidies made directly to parents through a variety of means. In this way the interests of children, their families, and child care providers are all served.

Many factors influence and often determine decisions made by families. For example, programs must be both affordable and accessible, and they must meet requirements of appropriate location, house of operation, ages served, and educational philosophy.

Parental choice can be maximized and enhanced by the availability of information and referral services. Such services can inform families about existing child care options, document child care needs for the use of policymakers, business and industry, assist in the development of new child care services, and support existing services through the provision of technical assistance. Children and their families of all economic levels and ethnic groups would be served by the establishment of such services. Without access to these services, families are unable to exercise necessary options.

2. STANDARDS OF QUALITY—Interwoven with all other aspects of child care are questions of standards to be maintained. Although quality is a legitimate concern in public policy matters relating to child care, the church must caution that this concern not be permitted to eliminate cultural choices, which should rightly be reserved to families. Rather, public policy should be confined to regulations concerning enforceable health and safety standards present within child care centers.

The Importance of Licensing

It is important that no child care program be exempt from securing a child care license, ordinarily issued by the state. Child care licensing is an official acknowledgment of the public responsibility to maintain healthy, safe, and developmentally appropriate conditions for children during the time they spend in child care. Licensing is a form of consumer protection for children and their parents.

The goal of child care licensing should be to assure a level of good quality care while taking into account the different types of settings and the numbers of children served in each. Agencies charged with enforcing licensing standards should be publicly visible so that individuals caring for children know about them and can seek technical assistance from them. The standards represented in the licensing statutes should be widely disseminated so that parents will be in a better position to locate and monitor licensed child care settings. In addition to licensing statutes, health, building, and fire safety codes must also be met. The inspection, monitoring, and enforcement of all applicable statutes should be coordinated to ensure that personnel and fiscal resources are wisely used.

It is with such an understanding of licensing that the churches should urge local parishes to seek compliance with licensing statutes which provide differential standards for centers, group homes, and family homes; that include care of children from

infancy through school age; that cover full-time, part-time, drop-in, and emergency care arrangements, and facilities serving children with disabilities.

Assuring Equity in Program Quality

It is important that the church insist that public policy requires that all programs meet a common set of minimum standards that are independent of both the method or form of payment to be made for services and the source of funds for payment, thus assuring an equity in program quality for all children. A comprehensive and equitable public policy should be formulated in such a way that it serves as an incentive for all potential sources of child care subsidy. These include federal, state, county and local governments, business and industry and the voluntary and private sector. It is only through an equity of resources that high program quality and maximum choice for families can be assured.

C. Church Exemptions: A Challenge to the Church's Commitment

A special concern in regard to regulation is the increasing pattern of church groups that have sought to have church sponsored, operated, or housed child care programs exempted from state child care licensing regulations. In this instance the important and cherished rights of the free exercise of religion need not be impeded by government regulation. The regulations of basic health and safety conditions in a building/program that serves young children is the appropriate responsibility of the state and this need not interfere with the free exercise of religion. Thus, the church should neither seek nor accept exemptions from licensing standards and indeed should be responsible for maintaining compliance with these standards in the programs that are offered within their facilities. This compliance does not pre-empt the church's ability and responsibility to actively seek reform of licensing regulations when that activity is warranted and in the best interests of children.

D. The Well-being of Providers

Child care providers as a group are often poorly paid and undervalued. As a natural part of its advocacy for child care, therefore, the church will want to work with other child advocacy groups to upgrade the image and status of child care professionals both within and outside the church. Likewise, this advocacy stance should move congregations to a concern that all providers in both church-operated and church-housed programs receive adequate remuneration and benefits, consonant with their experience and education.

E. The Church's Social Responsibility as Advocate

Recognizing the unique role of churches in the provision of child care services, the church must be especially diligent and conscientious in its public advocacy for child care. Member communions of the National Council of the Churches of Christ should:

1. Continue, through its Child Advocacy Working Group in the Division of Church and Society, to provide a forum in which its member communions may be assisted to develop, coordinate and implement child care advocacy strategies.

2. Become informed about the conditions existing today and the issues involved in the design of an adequate public policy for child care.

3. Use the appropriate councils and agencies of the church to monitor public policy at federal, state, and local levels of government.

4. Take an active part in promoting a national dialogue in which the church will help to frame the questions to be addressed in the formation of public policy.

5. Call upon staff of church agencies in Washington, D.C. and within the states that are charged with particular responsibility for the church's involvement in public policy processes, to monitor, serve as an advocate, raise issues, and bring the voice of the church to bear on child care policy development.

Appendix B

Information on Licensing

Most states require the licensing of child day care centers. Some regulate family day care programs as well. Part-day programs ordinarily do not need to be licensed. But all programs that serve children are mandated, by law, to meet specific health, fire, and safely codes.

A church-housed child day care program committed to providing high quality care for children pledges to meet and/or exceed all appropriate regulatory statutes and recommendations, even if licensing is not required by law.

The following areas may be included in state regulations, but only the state regulatory agency can provide a comprehensive list of its own minimum standard requirements.

Physical Space

- number of square feet needed per child for both indoor and outdoor space (usually 35 feet per child inside, and 75 feet per child outside).
- lighting, heating/air conditioning, ventilation, plumbing, type of construction, number of exits, fire doors, fence requirements.

Health Requirements

- Annual medical examinations for staff and children are usually required.

Some Common Regulatory Standards

- Immunization records are also usually required.
- Food preparation and equipment are prescribed in detail.
- Bathroom safety, health, and use features are specified.

Fire Regulations

- Adult-child ratios are reiterated.
- Fire drill procedures are posted, exits are marked.

Staff-Child Ratios

- minimum number of adults required for a given number of children, depending on age of children.

The Federal Interagency Day Care Requirements (FIDCR) are U.S. government standards for federally-supported day care facilities. Although they have not been enacted into law, they represent minimum standards for child-staff ratios which have been endorsed by many child care groups.

	Age	Maximum Group Size	Staff Child Ratio
	0-2	6	1:3
for centers	2-3	12	1:4
	3-6	16	1:8
for homes	0-2	10	1:5
	2-6	12	1:6

Some states also specify minimum staff qualifications.

Zoning

- Neighborhood zoned for small business (usually centers only).

Food Preparation and Nutrition

- Type and quality of food to be served is prescribed;
- Methods of food service are set out.

Regulations sometimes cover educational program requirements, record keeping, discipline, emergency procedures.

NOTE: The process of meeting licensing, building, fire, health, sanitation, and zoning requirements can take six months or longer if the building needs major modifications. It is important to know all these requirements before final decisions about program are made, since licensing regulations affect every aspect of the program.

Current State Day Care Center Licensing Offices

Source: The Day Care and Child Development Council of America, Inc., Washington D.C. 20009.

Office of Program Administration
64 North Union Street
Montgomery, Alabama, 36130
(205)832-6150

Department of Health and Social Services
Pouch H-05
Juneau, Alaska 99811
(907)465-3206

Arizona Department of Health Services
1740 West Adams
Phoenix, Arizona 85007
(602)255-1112

Department of Social and Rehabilitative Services
PO Box 14787
Little Rock, Arkansas 72203
(501)371-7512

Department of Social Services
744 P Street, M.S. Section 17-17
Sacramento, California 95814
(916)322-8538

Department of Social Services
1575 Sherman Street, Room 420
Denver, Colorado 80203
(303) 839-3361

State Department of Health
79 Elm Street
Hartford, Connecticut 06115
(203)566-2535

Department of Health & Social Services
P.O. Box 309
Wilmington, Delaware 19899
(302)421-6786

Licensing & Certification
Division Social Services Branch
1406 I. Street, N.W. 2nd Floor
Washington, D.C. 20005
(202)727-0672

Department of Health and Rehabilitation Services
1311 Winewood Boulevard
Tallahassee, Florida 32301
(904)488-1850

Department of Human Resources
618 Ponce de Leon Avenue
Atlanta, Georgia 30308
(404)894-5144

Division of Social Services
P.O. Box 2816
Agana, Guam 96910
(671)734-9912

Department of Social Services and Housing
P.O. Box 339
Honolulu, Hawaii 96809
(808)548-2302

Department of Health And Welfare
Statehouse
Boise, Idaho 83720
(208)334-4076

Department of Children and Family
1 North Old State Capitol Plaza
Springfield, Illinois 62706
(217)785-2598

State Department of Public Welfare
100 North Senate Avenue, Room 701
Indianapolis, Indiana 46204
(317) 232-4421

Department of Social Services
3319½ Douglass Avenue
Des Moines, Iowa 50310
(515)281-5581

Division of Health & Environment
Building 740, Forbes AFB
Topeka, Kansas 66620
(913)862-9360

Department of Human Resources
Fourth Floor East
275 East Main Street
Frankfort, Kentucky 40601
(502)564-2800

Department of Health & Human Resources
P.O. Box 3767
Baton Rouge, Louisiana 70821
(504)342-6446

Department of Human Services
Augusta, Maine 04333
(207)289-3455

Department of Health and Mental Hygiene
201 West Preston Street
Baltimore, Maryland 21201
(301)383-4009

Office for Children
120 Boylston Street
Boston, Massachusetts 02116
(617)727-8956

Michigan Department of Social Services
116 West Allegan
P.O. Box 80037
Lansing, Michigan 48926
(517)373-8300

Department of Public Welfare
Centennial Office Bdg., 4th Flr.
St. Paul, Minnesota 55155
(612)296-2539

State Board of Health
P.O. Box 1700
Jackson, Mississippi 39205
(601)982-6505

State Department of Social Services
Broadway State Office Building
303 W. McCarthy Street
Jefferson City, Missouri 65103
(314)751-2450

Montana Department of Social and Rehabilitation Services
P.O. Box 4210
Helena, Montana 59601
(406)449-3865

Department of Public Welfare
P.O. Box 95026
Lincoln, Nebraska 68509
(402)471-3121

Division of Youth Services
505 East King Street
Carson City, Nevada 89710
(702)885-5911

Office of Social Services
Hazen Drive
Concord, New Hampshire 03301
(603)271-4402

New Jersey Department of Human Services
1 South Montgomery Street
Trenton, New Jersey 08623
(609)292-1879

Health and Environment Department
440 Chamisa Hill Bldg.
Suite S-3
Santa Fe, New Mexico 87503
(505)827-3421

New York State Department of Social Services
40 North Pearl Street
Albany, New York 12243
(800)342-3715

Office of Child Day Care Licensing
1919 Ridge Road
Raleigh, North Carolina 27607
(919)733-4801

Children and Family Services
Russell Building-Box 7
Highway 83 North
Bismarck, North Dakota 58505
(701)224-3580

Bureau of Licensing and Standards
30 E. Broad Street, 30th Floor
Columbus, Ohio 43215
(614)466-3822

Department of Public Welfare
P.O. Box 25352
Oklahoma City, Oklahoma 73125
(405)521-3561

Department of Human Resources
198 Commercial Street, S.E.
Salem, Oregon 97310
(503)378-3178

Pennsylvania Department of Public Welfare
Room 423, Health & Welfare Bldg.
Harrisburg, Pennsylvania 17120
(717)961-4371

P.O. Box 11398
Fernandez Juncos Station
Santurce, Puerto Rico 00910
(809)723-2127

Department of Social & Rehabilitative Services
610 Mount Pleasant Avenue
Providence, Rhode Island 02908
(401)277-3446

South Carolina Department of Social Services
P.O. Box 1520
Columbia, South Carolina 29202
(803)758-7620

Department of Social Services
Richard F. Kneip Building
Pierre, South Dakota 57501
(605)773-3227

Tennessee Department of Human Services
111-19 7th Avenue North
Nashville, Tennessee 37203
(615)741-3284

Texas Department of Human Resources
P. O. Box 2960
Austin, Texas 78769
(512)441-3355

Division of Family Services
P.O. Box 2500
Salt Lake City, Utah 84110
(801)533-5031

Department of Social and Rehabilitative Services
81 River Street
Montpelier, Vermont 05602
(802)241-2158

Department of Social Services
P.O. Box 539
Charlotte Amalie
St. Thomas, Virgin Islands 00801
(809)774-0930

Department of Welfare
8007 Discovery Drive
Richmond, Virginia 23229
(804)281-9025

The Department of Social & Health Services
State Office Building #2
Mail Stop 440
Olympia, Washington 98504
(106)753-7160

Department of Welfare
1900 Washington Street, East
Charleston, West Virginia 25305
(304)348-7980

Division of Community Services
1 West Wilson Street
Madison, Wisconsin 53702
(608)266-8200

Division of Public Assistance & Social Services
Hathway Building
Cheyenne, Wyoming 82002
(307)777-7561

Appendix C

Sample Lease Agreement

The following sample lease agreement represents a composite of ideas and information useful to both half- and, full-day care programs. A child day care board will want to modify it to suit the particular needs of the church and program.

_____ Church, as "Landlord," and _____ Child Care Center, Inc., as "Tenant," agree to a lease of premises as provided hereafter.

1. PREMISES TO BE LEASED: Rooms 100, 101, 102, 104, 105, and 107, the hallway area in front of these rooms, and two bathrooms all located in the basement area of the Parish Hall of _____ Church. Also included is a suitable area in the kitchen for preparing snacks and lunch for the Tenant, and such reasonable storage area as mutually agreed upon by the parties. Room 103 will be used as Director's office, and Room 106 may be used in inclement weather as an activity room.

The rear portion of the lot at _____ Street will be available as a playground. This playground will be divided from the parking lot by a fence running from east to west.

Access to the leased area shall be the west exit of the parish Hall, which leads to the playground. Other exits on the east side of the Parish Hall shall be used only during emergencies or fire drills.

2. USE OF PREMISES: The leased premises shall be used for a program for a group of not more than 30 2-4 year-olds, from 7:00 a.m. to 6:00 p.m., daily, and for an additional group of 15 5-10 year-olds starting at 2:00 p.m., daily.

The Tenant shall lock windows of all program area rooms before leaving each day.

Any Landlord program shall have priority over the use of the kitchen, but Landlord will give Tenant three day's notice for such intended use so that Tenant can make other arrangements for preparation of lunch or snacks.

For use of the leased premises other than at the specified hours, or for use of other space, written approval of the Landlord is required.

3. TERMS OF AGREEMENT: Use of the premises shall begin on _____, 1984, and shall end on _____, 1985. Tenant shall meet all appropriate regulatory/licensing standards and operate under valid license and permits as mandated by law.

4. DONATION FOR LEASE: It is understood and agreed that the Landlord is entering into this agreement to support Tenant's program. The Landlord therefore agrees that no rent shall be paid by the tenant.

5. BUILDING USE CHARGES: The Tenant shall pay the Landlord a use charge for utility expenses and janitorial services in the sum of $ _____ per month, payable by the tenth of each month. The Tenant shall also be responsible for payment of long-distance telephone calls which they incur.

6. USE OF EQUIPMENT AND SUPPLIES: The Tenant shall have use of all chairs, tables, playground and play equipment in the Church School area, together with some reasonable space in the refrigerator in the kitchen, and the use of the kitchen stove, sink, and other kitchen facilities. The Tenant shall supply its own kitchenware, plates, cups, and other similar objects and articles.

Tenant agrees to mark all furniture and personal property owned by them. All other furniture and personal property shall be deemed that of the Landlord.

Tenant agrees to restore furniture and property of Landlord to agreed upon locale each Friday evening, and to store personal property so as not to interfere with use of Church school rooms on weekends.

7. ANIMALS ON PREMISE: Only the following animals are permitted in the leased areas: small reptiles, insects, and fish.

8. MAINTENANCE AND JANITORIAL SERVICES: The Tenant shall keep the leased premises neat and clean, shall dispose of all garbage and refuse, and shall deliver the premises in as good shape and condition as when received, normal wear excepted, at the end of the agreement period.

Landlord shall furnish janitorial services to the Tenant including:

1) daily mopping of floors in leased areas;
2) weekly waxing of same floors;
3) daily cleaning of bathroom fixtures and floors;
4) removing of Tenant bulletin boards in leased areas and storing them in Rm. 104; and replacing same bulletin boards back in leased rooms on Sunday evening.

Tenant shall be responsible for assisting maintenance of program area by daily cleaning of all table tops, equipment, by stacking program chairs on tables each day, and by picking up trash in playground and assembling play equipment in designated storage areas.

9. HOLD HARMLESS CLAUSE: The Tenant shall save and keep the Landlord harmless against any and all actions, suits, damages, costs, charges and expenses by reason of the operations of the Tenant. The Tenant also agrees to defend on behalf of _____ Church any such actions, suits, or proceedings which may be instituted against the Landlord.

10. ALTERATIONS OF PREMISES AND SUBLETTING: Without first obtaining the written consent of the Landlord, the Tenant shall not make any alterations in the premises, or sublet the premises or any part thereof to any other person or corporation.

11. INSURANCE: The Tenant agrees to provide the following insurance policies on the premises and to exhibit and file with the Landlord certificates of insurance for these policies:

a) A comprehensive general liability policy with coverage for bodily injury and property damage in the amount of $ _____ for each occurrence.

b) Worker's Compensation and _____ State Disability Insurance covering all employees of the Tenant.

c) Contractual liability insurance coverage required under paragraph "8" of this agreement.

The Tenant further agrees to give the Landlord 30 day's notice of any cancellation or change in policy coverage.

12. PROPERTY DAMAGE: The Tenant shall be responsible for any and all breakage of chairs, tables, play equipment and any damage to the Church building or any of its parts beyond normal wear and tear. The Tenant shall repair or replace as appropriate. The Tenant shall also notify the Landlord immediately upon discovering any such damage.

The Landlord shall be responsible for structural repairs to building and plumbing therein unless the necessity therefore shall have been caused by the act or negligence of Tenant, in which event Tenant shall be so responsible.

13. DEFAULT: If the Tenant defaults in any of the provisions of this agreement or abandons its operation or the premises, the Landlord may terminate the agreement and remove any persons or equipment owned by the Tenant. The Landlord shall have in addition any remedy provided by law.

14. ASSIGNMENT: This agreement shall bind the assigns of the Landlord and of the Tenant.

IN WITNESS WHEREOF, the Landlord and Tenant have hereunto set in their hands on the _____ day of _____, 1984.

(Signed) _____ date _____
For Child Care Center, Inc.

_____ date _____

for _____ Church

Witnesses:

_____ date _____

_____ date _____

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APPENDIX D

Sample Budgets

An operating budget reflects priorities established for year-long operation of a program. It is prepared before a start-up budget and includes start-up costs.

One of the serious flaws in many plans for a child day care program is the failure to include start-up costs. "Start up" begins with the first major expenditure of money and includes many "one-time-only" expenses incurred before the program begins, such as:

1. Fees for special (zoning) use permit, Certificate of Occupancy, floor/site plan, attorneys, incorporation papers, physical examinations for staff, license;
2. Renovations to buildings to meet fire, health, building and licensing requirements;
3. Advance deposits for utilities (and rent);
4. Insurance fees: liability, Workman's Compensation, automobile;
5. Personnel costs: telephone calls, travel, Director's salary for at least one month prior to opening;
6. Purchase of basic equipment: tables, chairs, cots, indoor and outdoor play equipment, dishes, cooking equipment, office equipment;
7. Purchase of basic supplies; sand, paint, paper, food for a month, etc.

Also since a program usually takes six months to a year before it has its full enrollment, a start-up budget includes cash to cover the first six months of its operation.

By investigating the start-up and operating costs, both planned and unplanned, of other child day care programs in the area, a board and director determine realistically how much money the program will need to start.

An operating budget includes all expenses, including donated items such as space, utilities, and staff time. It provides a board and program director with an accurate assessment of true operating expenses. It also enables a church community to see, in actual dollar amounts, the extent of its support to the child day care program.

The following sample operating budget includes percentages rather than dollar figures, since costs vary considerably from place to place and according to the current inflation rate. It also is planned for a program which fully funds its own building costs. Thus if a church donates space, the budget has that much more money available for personnel expenses, equipment, or to lower tuition and fees.

Sample Start-Up Budget

EXPENSES

Personnel (costs prior to opening)		$ _____
Occupancy		
Building remodeling costs		$ _____
Rent Deposit*		$ _____
Deposit for utilities		$ _____
Equipment		
Office		$ _____
Program		$ _____
Installation fees		$ _____
Supplies		
Program		$ _____
Office		$ _____
Housekeeping (toilet paper, cleaning supplies)		$ _____
Food service		$ _____
Miscellaneous		
Advertising		$ _____
Food (first month)		$ _____
Legal and professional fees		$ _____
Licenses and permits		$ _____
Operating cash (for six months to opening)		$ _____
	TOTAL	$ _____

INCOME

		$ _____
	TOTAL	$ _____

Adapted from the Day Care Council of America, Inc., *How to Start A Day Care Center*, Fall, 1981, p. 25.

*Rent, if subsidized by the church, can be used for other items such as personnel.

Sample Operating Budget

The following budget is planned for a full-time program with 45 children and a 1:7 ration of staff to child.

EXPENSES	**% of time**	**% of budget**	
Personnel			
Director/Head Teacher	100%	12%	
Secretary/Bookkeeper	50	4	
Teachers (2)	100	22	
Aides (1)	100	6	
(2)	50	6	
Cook/Maintenance	100	6	
Fringe Benefits @ 20%		8	
Substitutes $3.55/hr x 8 weeks		1	
Total Personnel			65%
Occupancy			
Rent (12 months x 2000 sq. ft. @ $4.80/sq.ft.)		8%	
Heat		2	
Electricity		1.5	
Telephone		.5	
Total Occupancy			12%
Equipment			
Educational		.6%	
Kitchen		.4	
Housekeeping		.1	
Office		.1	
Total Equipment			1.2%
Supplies			
Educational		1%	
Housekeeping		.5	
Office		.5	
Total Supplies			2%
Food (1 meal, 2 snacks— $1.60/day x 40 x 240 days)			14.3%
Other Expenses			
Advertising		.3%	
Licensing, fees		.04	
Insurance (liability @ $10/child/year)		4.36	
Audit		.8	
Total Other Expenses			5.5%

INCOME

Parent fees (assessing 85% enrollment)
(45 x 85% x $ _____ /week x 50 weeks)
In-kind Contributions
Donations
Fundraising
Other: _____

TOTAL INCOME: _____

Adapted from The Day Care Council of America, Inc.
How to Start A Day Care Center, Fall, 1981, pp. 26-27.

NOTES

What Reviewers Said About . . . .

HELPING CHURCHES MIND THE CHILDREN

It is not just for people starting out—we've housed a day care program for 28 years in our church. This manual enabled us to reassess our involvement in child care within the context of our larger understanding of mission. . . . .

Rev. Harry Freebairn, Pastor
First Presbyterian Church
Easton, PA

It really helps put things in perspective. . . .
it really helps to keep those of us
*out here encouraged! . . .*Jeanne Choy Tate, Director
Yook Ji Ga Day Care Center
San Francisco, CA

*It gave us a clear picture of what will be involved if we organize a day care program . . . .*Rev. David Muyskens, Pastor
First Reformed Church
New Brunswick, NJ

*I wish that we had this manual two years ago . . .*Rev. William Turner, Pastor
Norriton Presbyterian Church
Norristown, PA

*It was direct and to the point immediately. I find it very difficult to finish articles or books that take forever to come to the point. I simply don't have the time to waste. . .*Marty O'Dell, Director
Friends Day Care Center
West Milton, OH

*This comprehensive planning document is long overdue for Christian congregations interested in child care. The manual, written in readable language adapts qualitatively to the professional and lay person who is concerned about children and families. . . . .*Eleanor Campbell, Administrative Coordinator
Allegheny County Head Start
Pittsburgh, PA